DOCUMENT RESUME

ED 139 295 FL 008 615

TITLE Bilingual-Bicultural Curriculum for Kindergarten Children (5 years old). Connecticut Migratory Children's Program.

INSTITUTION Connecticut Staff Development Cooperative, Hamden.; Connecticut State Migratory Children's Program, New Haven.; Hamden-New Haven Cooperative Education Center, Conn.

SPONS AGENCY Connecticut State Dept. of Education, Hartford.; New England Program in Teacher Education, Durham, N.H.

PUB DATE [77]

NOTE 213p.; For related documents, see FL 008 583-584, 608-616; Not available in hard copy due to marginal legibility of original document

AVAILABLE FROM Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, Connecticut 06517

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS *Bilingual Education; Bilingual Students; *Curriculum Guides; Elementary Education; Elementary School Curriculum; Instructional Aids; *Kindergarten; Learning Readiness; *Migrant Child Education; Migrant Children; *Primary Education; Psychomotor Skills; Puerto Rican Culture; Puerto Ricans; Puppetry; Readiness (Mental); Sensory Aids; Sensory Experience; Sensory Training; Spanish; *Spanish Speaking; Teaching Guides

ABSTRACT

This is one of a series of curriculum guides designed to assist bilingual teachers to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide for kindergarten children is divided into three units: (1) sensory education curriculum; (2) psychomotor education curriculum; and (3) language and number readiness curriculum. The educational goals and concepts for each unit are stated and activities which will achieve these goals are listed. Black-and-white drawings accompany the explanation of the materials to be used. (CFM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED139295

BEST COPY AVAILABLE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

INTRODUCTION

This is a curriculum guide to assist bilingual teachers in providing a coordinated program of studies for pre-school through grade three students whose dominant language is Spanish. In the review or utilization of this suggested curriculum guide for bilingual-bicultural education it is essential to be aware of the philosophical and instructional principles which were used as a common base for this developmental effort. As curriculum decisions were made by the working committees, constant referral was made to previously established premises. These premises justified specific curriculum recommendations and caused the rejection of others. For example, a major premise or principle underlying this curriculum structure deals with the matter of diagnostic-prescriptive education. There can be no norm of achievement for all children, and the function of providing levels of possible accomplishment in the curriculum guide is for the purpose of insuring sequential development and presenting logical expectations of what is appropriate instruction for specific age groups. A child should not be restricted to or forced to achieve at any norm. A child should move on when he is ready and be restricted only by his own achievement, not by any suggested average for children.

Other philosophical or instructional principles considered to be non-negotiable when the working committee began the preparation of this curriculum guide are as follows:

1. The curriculum core or focus for pre-school and kindergarten levels would center on developmental concepts appropriate for children of this particular age.

2. The curriculum core or focus for grades one through three would center on social studies units with other areas of instruction such as language arts, arithmetic, science, etc. specifically related to these same social studies units.

3. The total curriculum with its instructional implications would involve the development and understanding of Puerto Rican history and culture.

4. The curriculum would be developed for use with children who linguistically were Spanish-dominant.

5. The teaching of English as a second language would be of secondary importance and taught on an informal basis at the pre-school and kindergarten levels.

6. The teaching of English as a second language would command a high priority and be of major importance in grades one through three.

7. The instructional methodology planned for this curriculum would have the English learning program "keyed" to the teaching provided to the children in Spanish.

8. The instructional program should make every attempt not to confuse the children through the simultaneous use of two languages. Nevertheless, a major effort should be made to provide common reference points of instruction for the teaching process in both Spanish and English. For example, insofar as possible a common vocabulary should be used for the two languages so that conceptual understanding and comprehension can be held within a reasonable range for the children involved.

It is recognized that many staffing patterns and philosophical points-of-view exist in the implementation of bilingual-bicultural education in Connecticut. However, it is intended that this curriculum guide and structure will contribute to equalizing the educational opportunities of the Spanish-speaking child and, through a respect and understanding of their cultural background, will result in a positive self-image among these children.

FORWARD

This curriculum guide has been prepared by the Connecticut Staff Development Cooperative through grants from the Connecticut State Department of Education and the New England Program in Teacher Education. The work of the project was accomplished by a variety of people who completed the developmental tasks required for this guide. Assistance in the coordination of this program came from Ms. Rosa Quezada and Dr. John Dixon. The bilingual educators who spent many long hours writing this curriculum were:

Mrs. Aida Comulada
Mrs. Ines Heinrihar
Mrs. Gladys Labas
Mrs. Gloria Velasco
Dr. William Jassey
Mrs. Lisa Long
Mrs. Rosalina Soto

Ms. Maria Kurcbart contributed extensively to the curriculum both in an editorial capacity and as an artist producing the many illustrations which make the guide more meaningful. Much of the organizing, reviewing, re-writing, and typing of the guide was done by Ms. Deborah Zale. This guide utilizes the concept that effective learning can be enjoyable and that the Spanish culture should be an important component of any curriculum for children with Spanish cultural traditions. Copies of this guide can be secured from the Connecticut Staff Development Cooperative in Hamden, Connecticut.

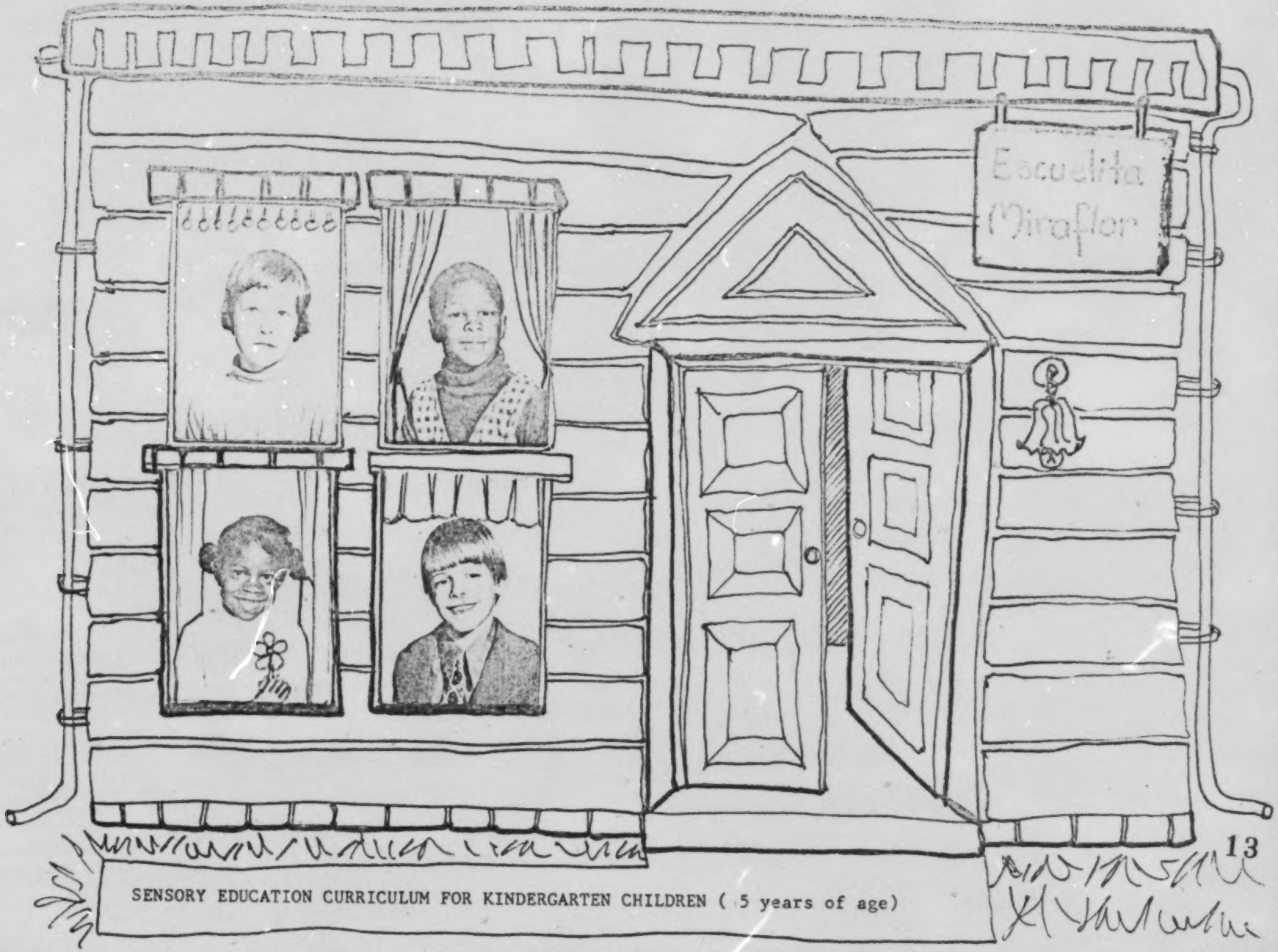
Alexander J. Plante, Ph.D.
Director
Bilingual Curriculum Development Project

Robert S. Avery, Ph.D.
Director
Connecticut Staff Development Cooperative

BILINGUAL-BICULTURAL CURRICULUM FOR KINDERGARTEN CHILDREN

TABLE OF CONTENTS

	Page
SENSORY EDUCATION CURRICULUM FOR KINDERGARTEN CHILDREN	1
Goals and Concepts	2
Activities	4
PSYCHOMOTOR EDUCATION CURRICULUM FOR KINDERGARTEN CHILDREN	37
Goals and Concepts	38
Activities	39
LANGUAGE AND NUMBER READINESS CURRICULUM FOR KINDERGARTEN CHILDREN	56
Goals and Concepts	57
Activities	59


Escuelita
Miraflor

SENSORY EDUCATION CURRICULUM
FOR
KINDERGARTEN CHILDREN
(FIVE YEARS OF AGE)

GOAL	CONCEPT
I. To develop visual perception	A. To recognize, identify and distinguish the secondary colors
	B. To recognize, associate and distinguish properties of the basic shapes
	C. To distinguish differences related to size and weight
	D. To recognize objects by color, shape and size
	E. To associate colors with actions
II. To develop auditory discrimination	A. To recognize the function of the ear in hearing
	B. To distinguish sounds and noises
	C. To distinguish sounds made by nature and by man
III. To develop tactile perception	A. To recognize the parts of the body used for feeling
	B. To associate textures with objects

GOAL	CONCEPT
IV. To discriminate between tastes	A. To distinguish between similar tastes
	B. To recognize the mouth's role in identifying taste
	C. To associate tastes with objects
V. To discriminate between smells	A. To recognize the function of the nose in identifying smells
	B. To distinguish between odors produced by nature and by man
	C. To associate odors with danger, satisfaction, and health

ACTIVITIES FOR

SENSORY EDUCATION CURRICULUM FOR KINDERGARTEN CHILDREN

(FIVE YEARS OF AGE)

I. To develop visual perception

A. To recognize, identify and distinguish the secondary colors

1. Recognition of orange

a. Introduce the colors to the children one at a time, taking about three days for each color. This introduction should be made by means of puppets shaped as the color being taught.
Have the children identify themselves with the color by making the fruit talk to them:

Ves mi traje que lindo es.
Anaranjada yo soy.
Di bien alto anaranjada y
veras que aparezco yo.
Soy anaranjada por fuera y
soy anaranjada por dentro.
Me pelas, me comes, me tragas
y anaranjada me quedo.
Por eso mi color favorito
es el anaranjado.

(Tonada (tune) -- Mi Escuelita)
Anaranjada, Anaranjada,
este es mi color
porque me gusta, porque me gusta
sobre todos los demas.

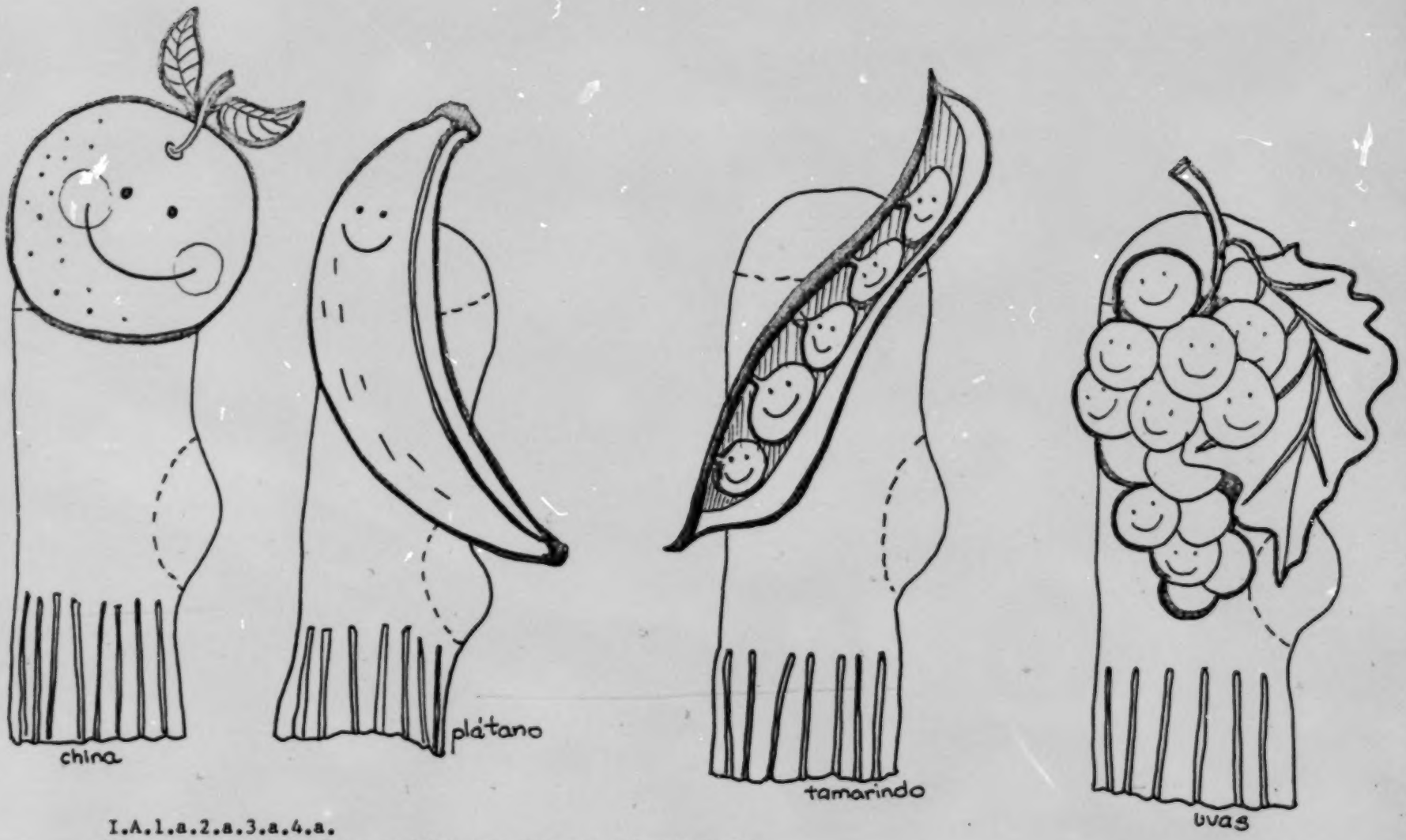
(The teacher will explain when to use the anaranjada and when to use anaranjado.)

b. The children will trace the orange with an orange crayon and color the picture while they sing about the color.

c. Present orange objects to the class. The children will talk with the teacher about the objects.

d. Present big pictures of other things which are orange. Children will also have their own pictures which they will trace and color as the big pictures. These pictures will be kept by the children in individual albums. For example:

a pumpkin



I.A.1.a.2.a.3.a.4.a.
Make puppets with old socks and cut outs of colored paper.

Use the fruits indicated in the songs or make your own.
The children can make their own puppets by pasting a picture of the fruit on a small brown paper bag.

an autumn leaf (The teacher will talk about this season in order to have the children associate the color with the season. Pictures of this season will be shown.)

a mango, a carrot, a peach (If possible, bring some vegetables or fruit to class for the children to look at and taste.)

e. Have the children use red and yellow finger paints to produce the color orange. Then have them cut circles, triangles, squares and rectangles out of this large orange paper and paste them into their albums.

f. Have the children prepare an orange drink by putting some powdered orange drink (Tang) in a glass of water. Let them talk about the orange drink.

g. Have the children prepare orange frosting by adding color to white frosting. Also, have them compare the different shades of orange obtained by adding red and yellow color drops to white frosting. Frost some cupcakes.

h. The orange drink and orange cupcakes can be used as an ORANGE SNACK-TIME DAY.

i. The children can cut orange pieces of fabric and paste them on a page of their albums.

j. As a class or group project, the children can find pictures of orange things in magazines to cut and paste on oak tag.

2. Recognition of green

a. For green the puppet will be a plátano.

Ves mi traje que lindo es.
Verde yo soy.
Di bien alto verde y veras que
aparezco yo.
Soy verde por fuera.
Desde la puntita hasta los pies.
Mi traje verde se llama cáscara.
Si me quitas mi traje, estoy triste
porque entonces verde no soy.
El color verde me gusta a mi.
Ay que contento soy así.
Verde, verdecito, bien verde.

(Tonada (tune) Me Gustan Todas)

Me gustan todos, me gustan todos,
me gustan todos los colores a mi,
pero el verde, pero el verde
es donde juego en la grama aqui.

b. The children will trace the plátano with a green crayon and color the picture while they are singing about the color.

c. Present green objects to the class and have the children talk about the objects.

d. The class can collect pictures of objects that are green. For example:

The grass, trees and leaves in spring and summer (The teacher will talk about these seasons and will present pictures of them)

La palma, la mata de platano (banana tree), el pimiento (pepper), la lechuga (lettuce), el aguacate (avocado).

e. Have the children produce green from blue and yellow finger paints. They can cut out shapes and paste them into their albums.

f. The children can prepare a green drink from Kool-Aid.

g. Have the children make green frosting from blue and yellow food coloring. They can have a GREEN SNACK-TIME.

h. The children can cut green pieces of fabric and paste them in their albums.

i. The children can find pictures of green things and paste them on oak tag.

3. Recognition of brown

a. The puppet can be a tamarindo.

Ves mi traje que lindo es.
Marrón yo soy.
Di bien alto marrón y verás
que aparezco yo.
Mi traje se llama cáscara.
Marrón como la tierra que
pisas tu.
Al pelar mi cascara color marrón
sale un jugo rico y dulzon.
Por es mi color favorito es el marrón.

(Tune: Zarape Tapatio)

Marrón, marrón, marrón
marrón me gusta a mi.
Marrón, marrón, marrón
como el del coquí,
Marrón, coquí, marrón.

b. The children can trace el tamarindo, color it, and sing about brown while they are coloring.

c. Present brown objects to the children for discussion.

d. The class can collect pictures of objects that are brown.

e. Have the children use red and blue and yellow finger paints to produce brown.

f. The children can make chocolate milk.

g. The children can make brown frosting from red, yellow and blue food coloring. They can have a BROWN SNACK-TIME.

h. The children can cut pieces of brown fabric and paste them on oak tag.

4. Recognition of purple

a. The puppet can be uvas.

Ves mi traje que lindo es.
Violeta yo soy.
Di bien alto violeta y verás
que aparezco yo.
Mi traje es violeta y finito
Me pelas y ay me quedo sin traje.
Violeta soy como la flor y por
eso orgullosa estoy.

(Tune: Pollito (chicken))

Violeta, violeta
es mi color. Por eso lo
quiero con todo mi amor.

b. The children can trace grapes with a purple color and color the picture while they sing about the color.

c. Present purple objects to the class for discussion.

d. The class can collect pictures of purple objects to put in their individual albums.

e. The children can mix red and blue finger paints to produce purple. They can cut out shapes to paste in the albums.

f. The children can make a grape drink.

g. The children can make purple frosting from red and blue food coloring.

h. The children can cut out pieces of purple fabric to paste in their albums.

i. The children can find pictures of purple things to paste on oak tag.

5. Identification of secondary colors

a. Present a big basket filled with various fruits and vegetables to the children. Have the children pick out different fruits or vegetables and form sentences about them.

b. Have the children invent riddles for the others to guess. For example:

Soy del mismo color por dentro y por fuera.
Me pelas, me comes y me tragas.
¿De qué color soy?
Children answer: anaranjada (la china)

Por fuera soy de este color bello.
Tu mami me tiene que quitar el traje
para que me puedas comer.
¿De qué color es mi traje?
Children answer: amarillo (el plátano)

c. The children will have a picture of a burro (donkey) with a colored basket. They will cut out pictures of fruits or vegetables and put them in the basket. The teacher will mention which color to put in first. For example:
"Children, you will cut and paste in the orange basket those vegetables or fruits which are orange."

Do the same with the other colors.

d. The children will be shown different shapes of different colors. They will identify the colors and will say whether or not they like the color. They will mention things which are of the same color.

I.A.5.c.

On a large piece of oak tag draw a "burro" with a colored basket.
The children can cut out and paste in the basket those fruits and vegetables of the basket's color.
When all the colors are done the burros can be used for a bulletin board.
Add a "hat" with the name of the color on each "burro".

e. Make a wheel with objects of the four secondary colors. The children can turn the wheel and identify the color of the objects. Provide outlines of objects of these colors which the children can color.

6. Distinguishing secondary colors

a. Have the children color pictures of different objects with crayons, such as an orange, a plátano, a potato.

b. Have the children color pavas (hats). Tell them pava number 1 is green, number 2 is purple, number 3 is orange, and number 4 is brown.

c. Have the children play store. They can buy fruit or vegetables, drinks (orange, chocolate), of different colors. They can buy with colored money (little circles made out of different colored construction paper).

d. Have the children match a color with an object and then tell the group what the color is and what the object is.

e. Have the children organize the different shapes according to color.

B. To recognize, associate and distinguish properties of the basic shapes

1. Recognition of the basic shapes

a. The teacher will form a shape with yarn. The children will mention which shape it is and what kind of lines it has.

b. The children will use clay to make the shapes which the teacher mentions.

c. The teacher will present objects to the class and they will determine the shape which can be seen in the object. For example: a coconut is round, therefore it makes a circle.

2. Associating properties of shapes

a. Present straight lines and curves to the class. The children will trace them on paper. They will make lines and curves with finger paints, using different colors.

b. The children will fit pennies, nickels and dimes into curves. They will fit straws, sticks, etc. onto straight lines. (The teacher should talk about the hand movements used in doing this.)

c. The teacher will present different shapes to the class. The children will determine which have curves and which have straight lines.

d. The teacher will present the numerals 1, 2, and 3 to the class. The children will discuss which are formed by straight lines and which by curves.

e. The children will form the numerals and shapes with yarn.

f. The children will decide which shapes have curves or straight lines and which sides are shorter or longer.

g. The children will give the characteristics for each shape.

3. Distinguishing between properties of shapes

a. Make big shapes on the floor with tape. The children will walk on these shapes, talking about their movements, whether they walked in a straight line or in a curve.

b. Have the children move a little car in a straight line or curve in the floor shapes.

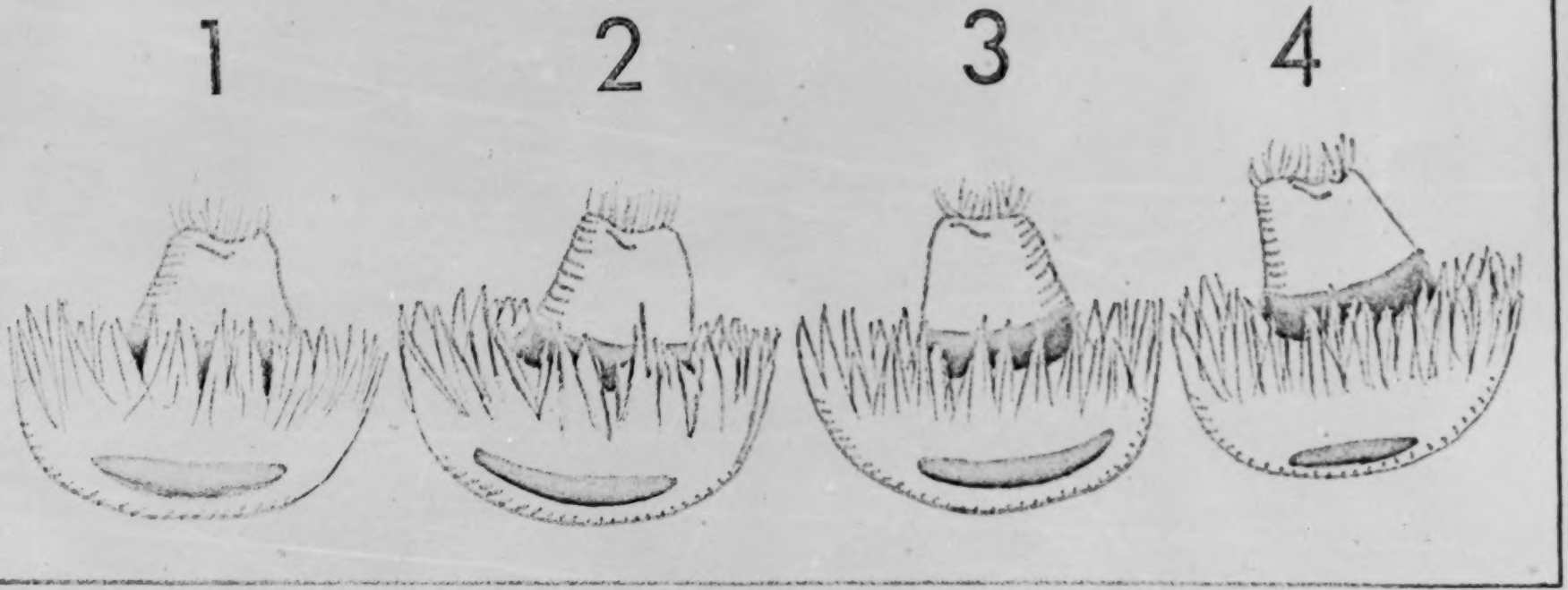
c. Compare the triangle, square and rectangle as to the straight lines which they have in common.

d. Observe the map of Puerto Rico and of Connecticut, and have the children decide which shape fits best in them.

e. Observe the flag of Puerto Rico so the children can decide which shape fits.

f. Observe objects in the room and outside. Have the children classify them as having curves or straight lines.

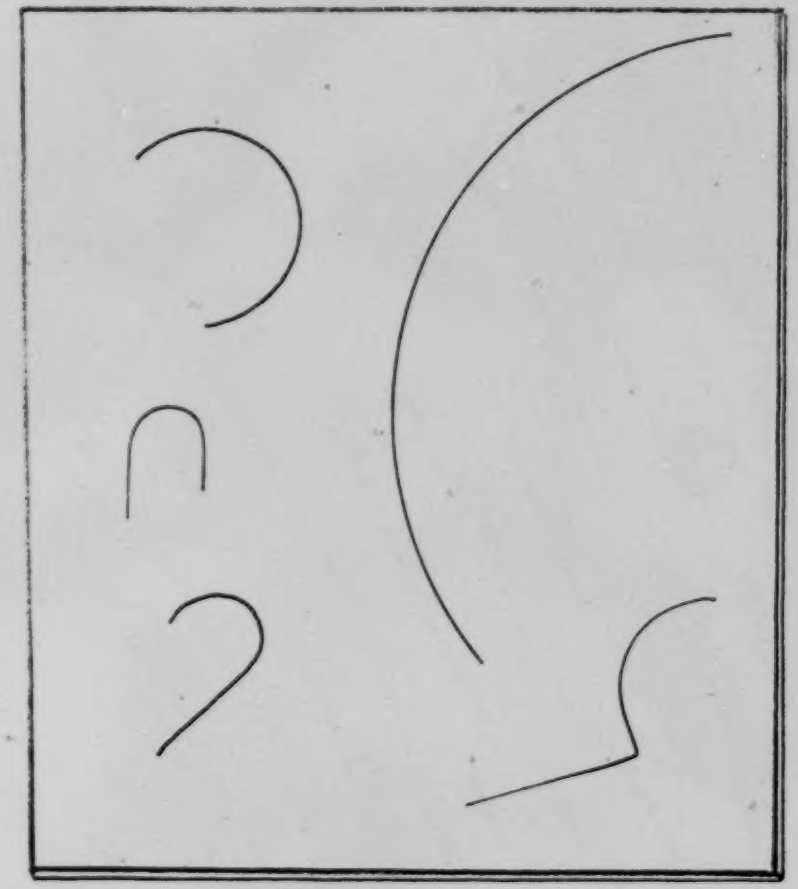
g. The children will talk about how many sides the different shapes have. They will paste the numeral inside the shape. They will decide how many toothpicks they need to form each shape.

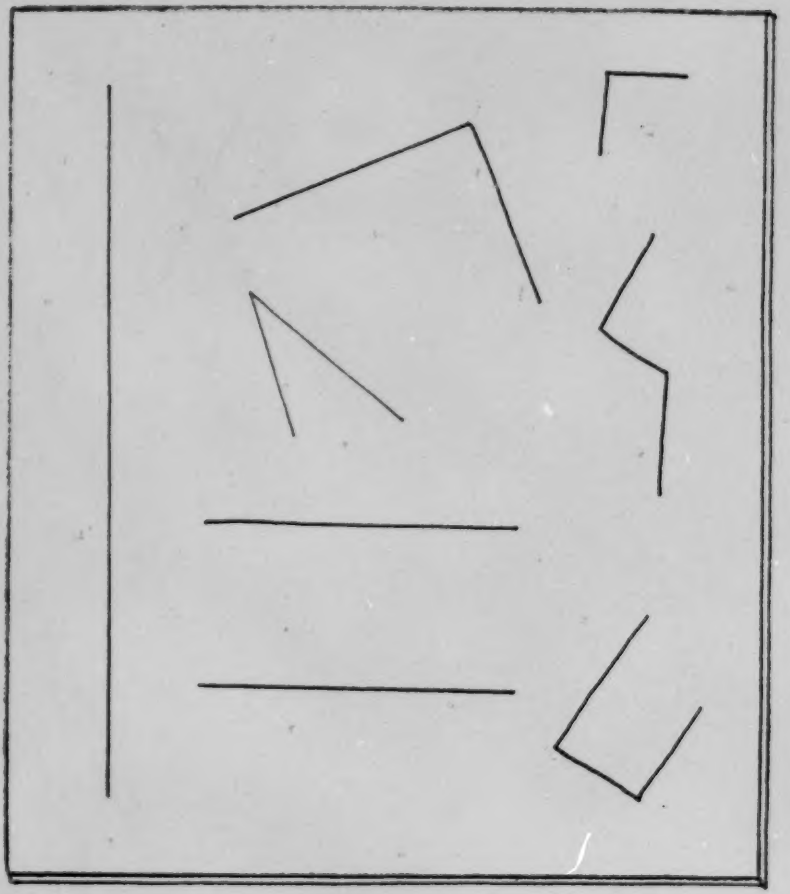


I.A.6.b.
Make dittos with the same object repeated for each color (green,orange,purple,brown). Put a number above each object and indicate to the children the color that the object with a given number should be.

I.B.2.d:-

Make several dittos of curved lines and straight lines using common objects- a coin,a lid from a paint jar,the round edge of a paper clip,etc.
Have the children fit these objects in the proper line and complete the drawing.





h. Have the children mention the basic properties of each shape. For example:

"The circle is round. It is made up of curves. We start at the top to make it and we move our hand around and then close it."

i. The children will trace and color all four shapes, using all the primary and secondary colors. They will cut these shapes out and paste them in their personal albums of shapes and numerals.

C. To distinguish differences related to size and weight

1. Distinguishing bulk

a. The children should have stuffed teddy bears or dolls to dress. They should have clothes with labels for small, medium and large. They should dress the dolls, deciding with the teacher's help which size to use and why.

b. The children should have big pictures of things which they can classify as small, medium or large.

c. The children can dramatize the story of "The Three Bears" and classify the chairs, clothes, beds, and bears as small, medium or large.

d. The children can make boxes in small, medium and large sizes.

2. Distinguishing height

a. Show pictures of tall and short people (with five difficulties). The children will use straws, coffee stirrers, etc. to measure and establish differences.

b. The teacher will measure the children and they will be compared as to tall and short (alto, bajo, mas alto que, mas bajito que).

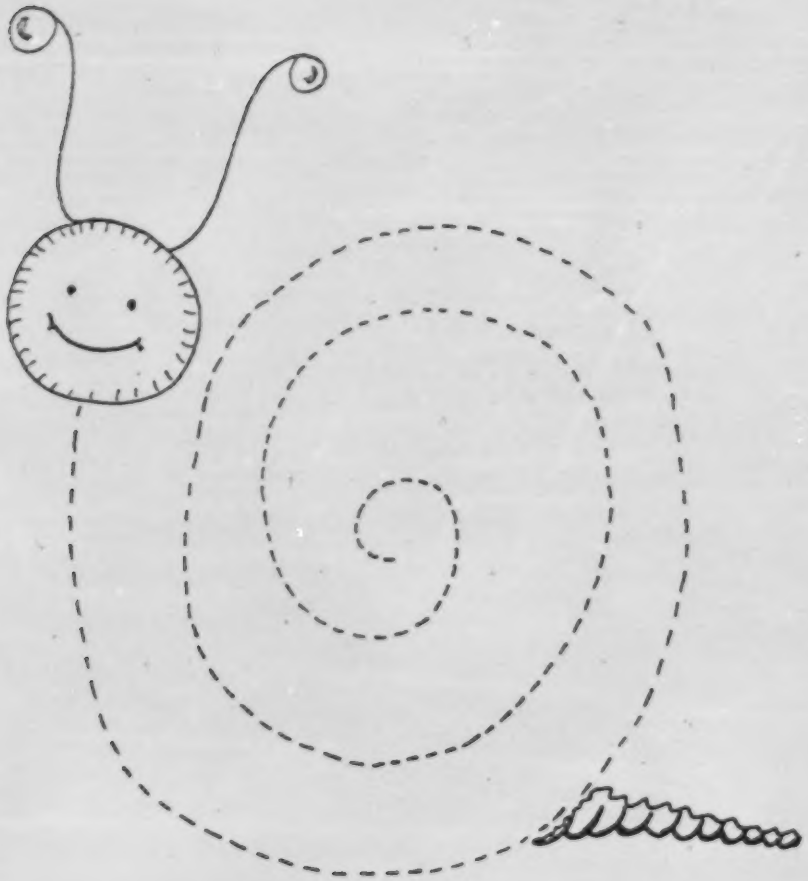
c. Show pictures at a distance and have the children establish which is taller than or shorter than.

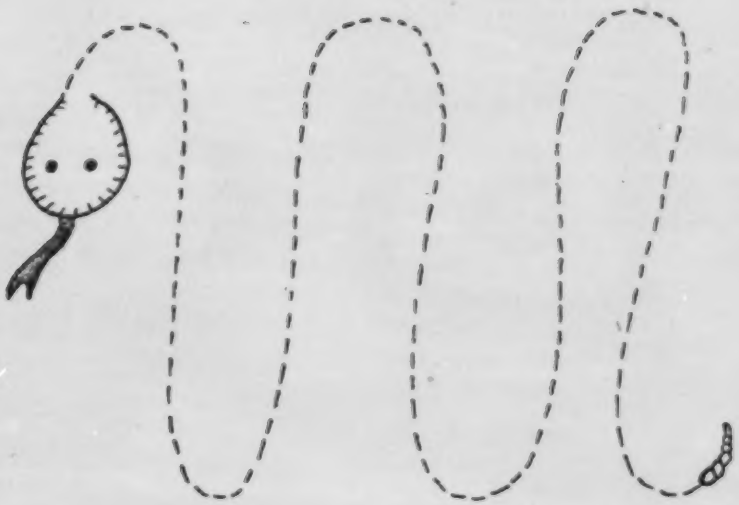
d. Give the children pictures of palm trees, each of a different height. They will paste them, starting with the shortest. They can do this activity with plátano trees, flamboyan trees, T.V. antennas, etc.

I.B.2.d:

Make large numerals with cardboard and cut the parts of the numerals that are curved from the straight ones.
Present one numeral at a time.

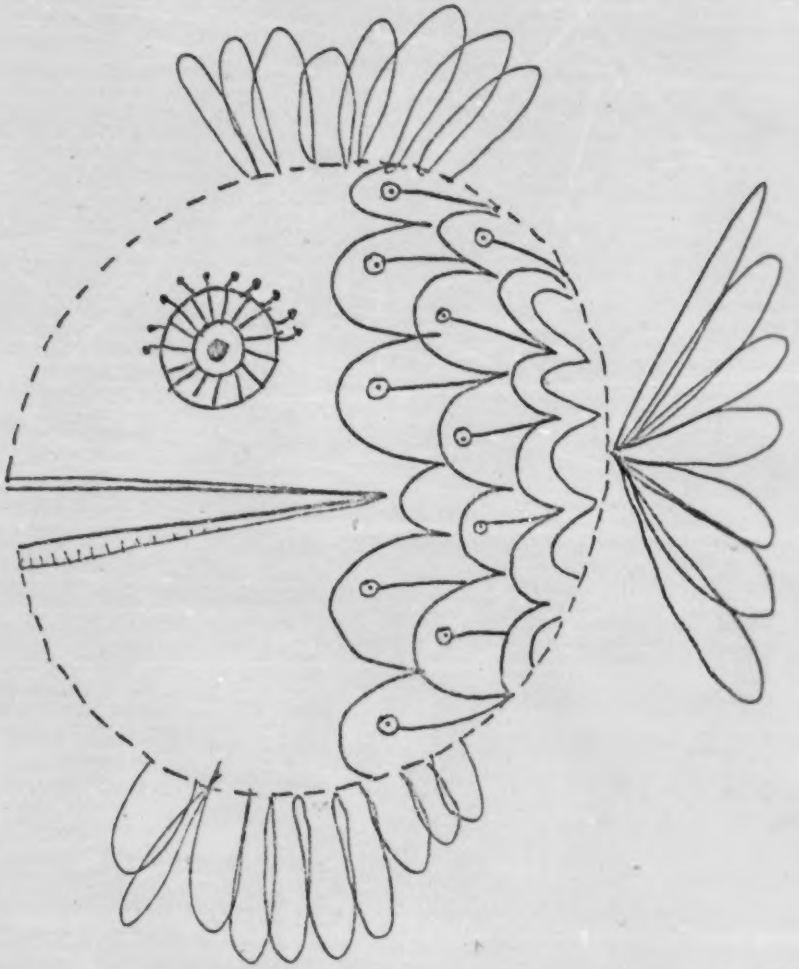
After doing this the children can be given all the pieces from all the numerals mixed in a large box.
They can use these as puzzle pieces for putting the numerals together.



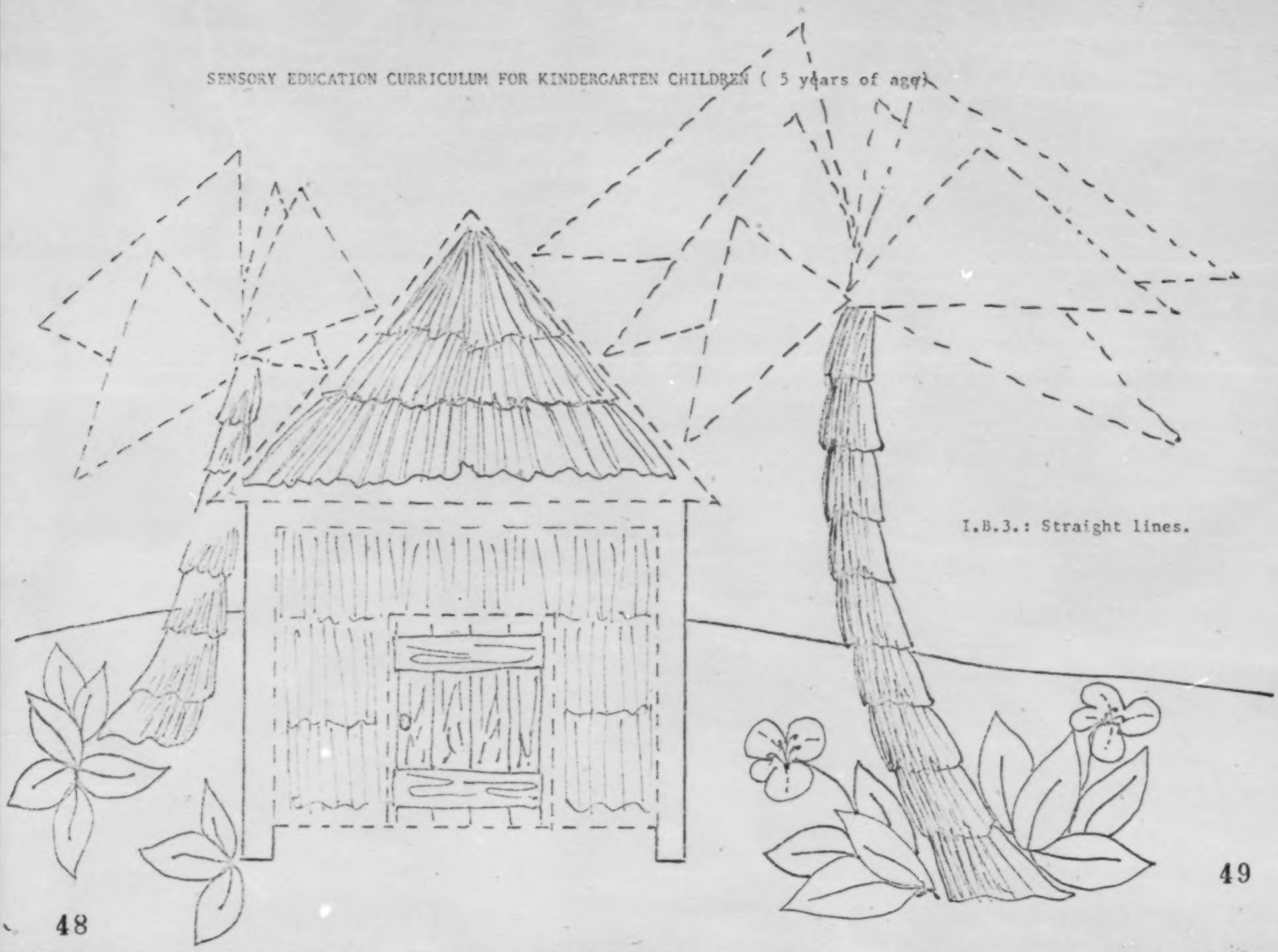


I.B.3.h:

Make dittos of curved lines.
Have the children follow the dotted line with a crayon to complete the picture.

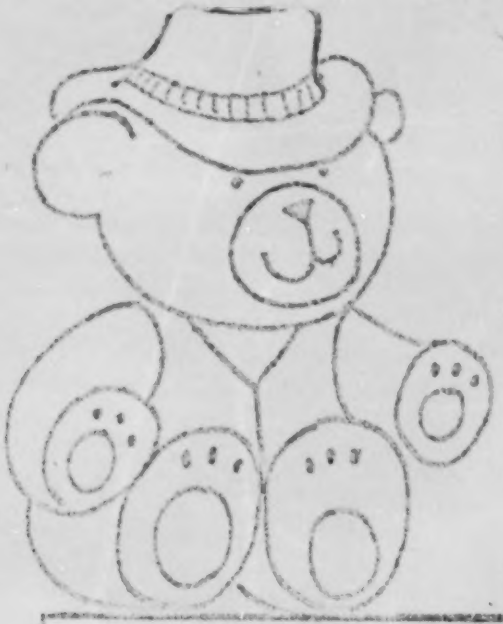


I.B.3.h: Curve lines and circles
The children can complete the picture following the dotted lines.



I.B.3.: Straight lines.

I.C.1.c:
Give each child several copies of a ditto like the one below. In each box have the children draw objects that are appropriate in size for each of the three bears. For example, beds, chairs and bowls.

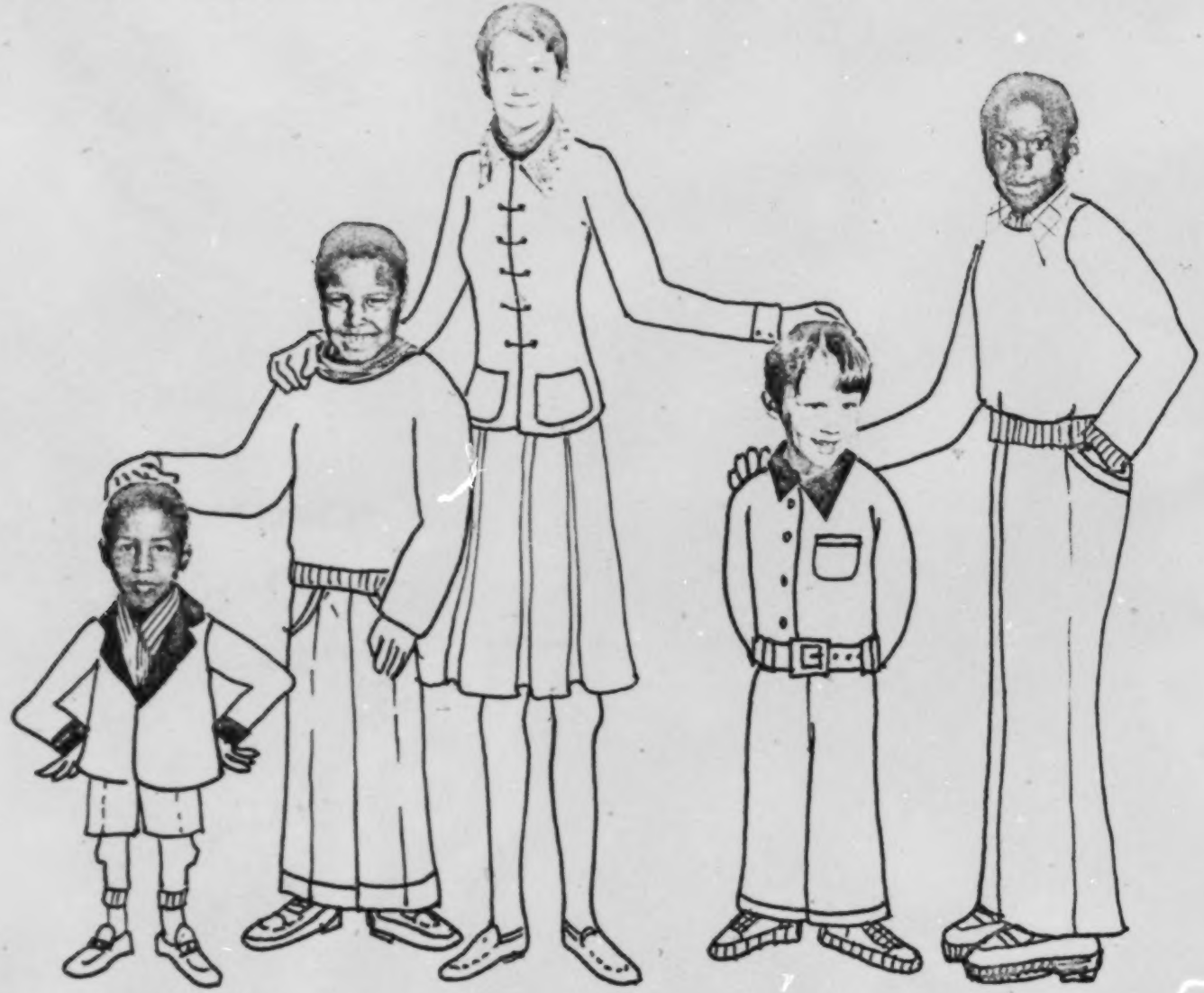


50

51

SENSORY EDUCATION CURRICULUM FOR KINDERGARTEN CHILDREN (5 years of age)

I.C.2.a:
Make a bulletin board. The children can draw people to show different heights.



3. Distinguishing length

a. Use a foot measurer; have the children measure their feet. Help them establish whose are longer, shorter.

b. Have the children trace their hands to establish longer, shorter.

c. Draw straws. The teacher will hold the straws in her hand, with only a little bit showing. Each child will draw one and the group will decide which are the same length, which are longer, which shorter.

d. The children will have papers with lines of different lengths on them. They will have strips of colored paper in an envelope. They will paste the strip of paper on the line which is the same length.

4. Distinguishing weight

a. Weigh things on a scale to establish which is heavier or lighter. For example:

A cup with little pieces of paper and a cup with a little rock in it.
A cup full of liquid and a cup half-full.

b. The children will hold on their hands little bags with different things in them to establish what is heavier, lighter than.

c. Weigh different objects on the scale: feather, a bag of rice, etc.

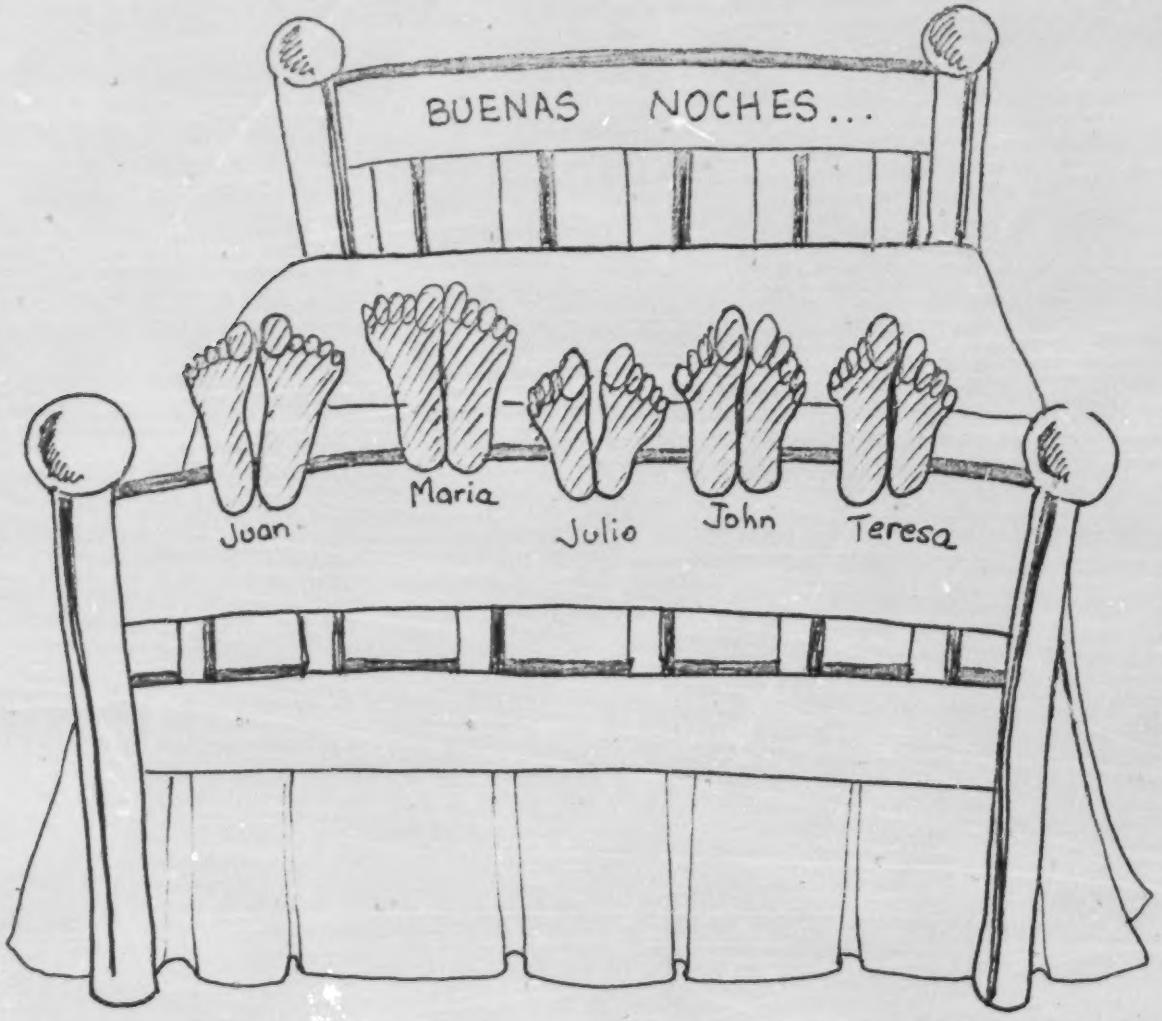
d. The teacher will weigh the children to establish differences in weight.

D. To recognize objects by color, shape and size

a. Show the children maps of Puerto Rico and the United States and have them make comparisons for size and shape. Do the same with Puerto Rico and Connecticut.

b. Have a discussion of the seasons of the year and match certain colors with each.

c. The class can discuss rainbows -- their color and shape. The children can draw rainbows and color the drawings.



I.C.3.a: Draw the outline of each child's feet. Paste them together with their name underneath in a bulletin board display.
Use your own feet to dramatize length. Make another pair very big and create a giant character with huge feet.

C. To distinguish sounds made by nature and by man

a. The children, with the teacher, will separate those sounds which are produced by people and those which aren't. For example:

a baby crying	rain falling
a man hammering	thunder
snoring	the wind
clapping of hands	buzzing of bees
banging of a door	a tree falling down
footsteps	a coqui singing

b. The children will listen to recordings of different sounds, such as the ice cream man, rain, horn of a car, a fly, waves. They will associate certain sounds with the seasons of the year.

c. The children will listen to different instruments, such as el cuatro, la guitarra, las maracas, la timba, los clavos. (If possible, have the instruments in the classroom for the children to play.) The children will then identify the instrument and its location (if it is playing far away or near).

d. The song, "San Sereni" will be taught and the sounds will be imitated by the children.

III. To develop tactile perception

A. To recognize the parts of the body used for feeling

a. The children will trace their hands on pieces of paper. They will talk with the teacher about how our hands help us to "see" by touching.

b. The children will complete pictures of children without hands.

c. The children will talk about how many hands they have, how many fingers on each hand, left and right hand, the palm of the hands, the fingertips. They will color each part of the hand with different colors.

II.A.5:

Make dittos of faces with missing parts for the children to complete.
Discuss the parts of a face and ask what is missing.What are these parts used for and where do they belong ?

F. To associate colors with actions

a. The teacher will present a drawing of a traffic light. The children will identify the colors and will play a game: Stop and Go. They will form lines, one of boys and one of girls. When they see the red light, the lines will stop. When they see the yellow they will wait. When they see the green they will go.

II. To develop auditory discrimination

A. To recognize the function of the ear in hearing

a. The teacher will show a drawing or picture of an ear. The children will have drawings to trace.

b. The children will complete faces which don't have ears.

c. Have a discussion in which the children can talk about different things they hear at home.

d. Show the class pictures of other ways of hearing which animals have: a dog, an owl, a rabbit, a bird, a coqui, an insect, a whale, an alligator.

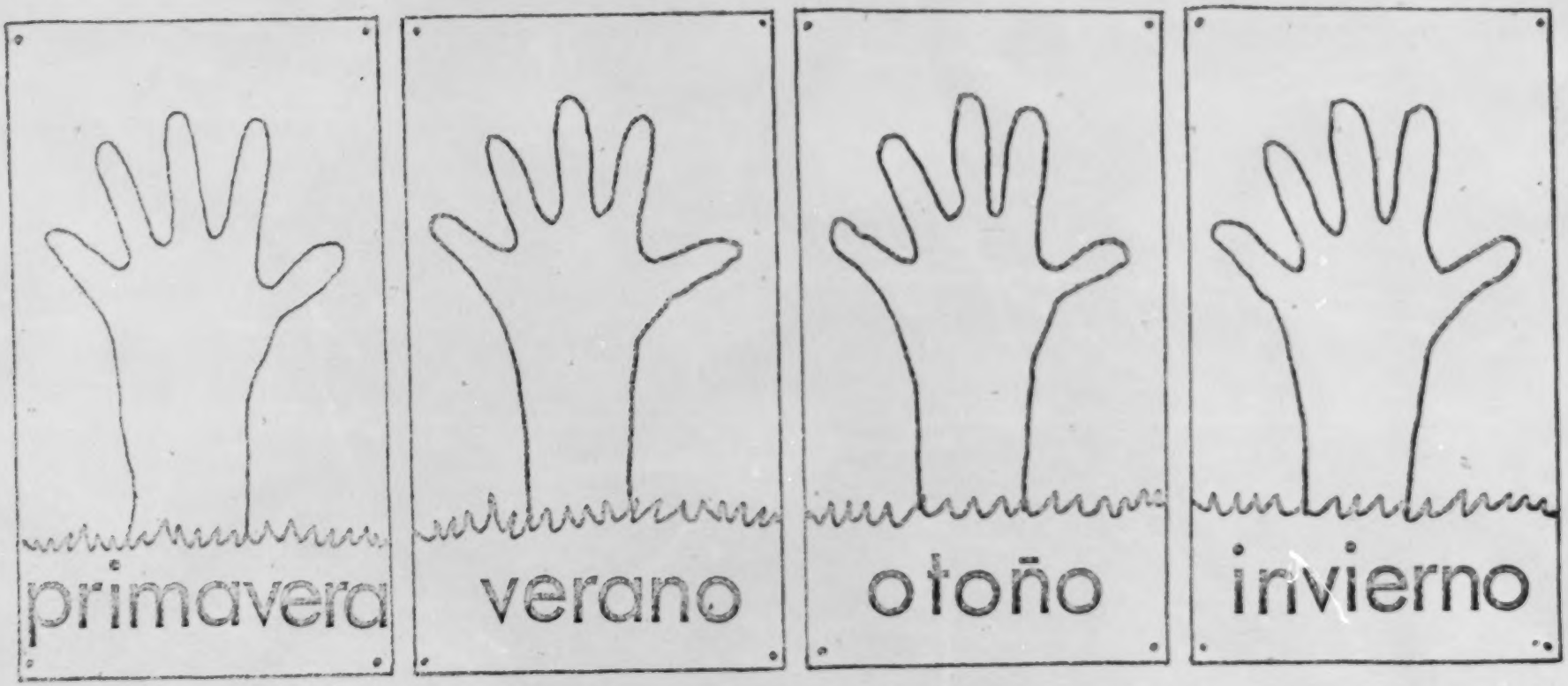
B. To distinguish sounds and noises

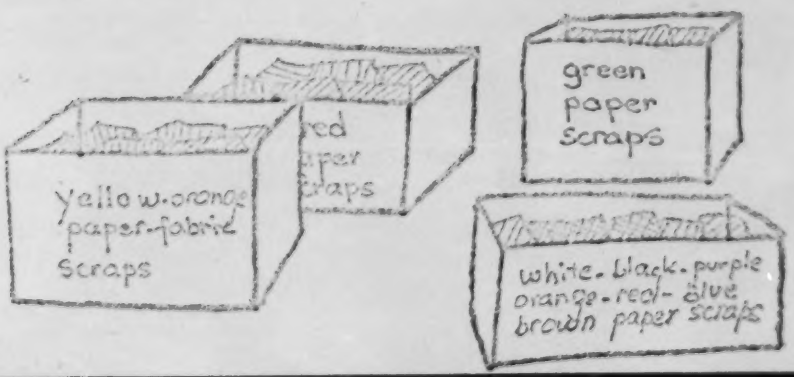
a. The children will listen to recordings of different sounds and noises. Have them match these sounds or noises with pictures presented to them by the teacher.

b. The children will listen to recordings of different sounds or noises. They will classify them as to what part of the house they are heard in. For example:

pots and pans -- kitchen
the shower -- bathroom
flushing of the toilet -- bathroom
snoring -- bedroom

c. The children will talk about pleasant or unpleasant sounds or noises, and why they are pleasant or unpleasant to them. For example: the ice cream man, rain, thunder, waves, etc.



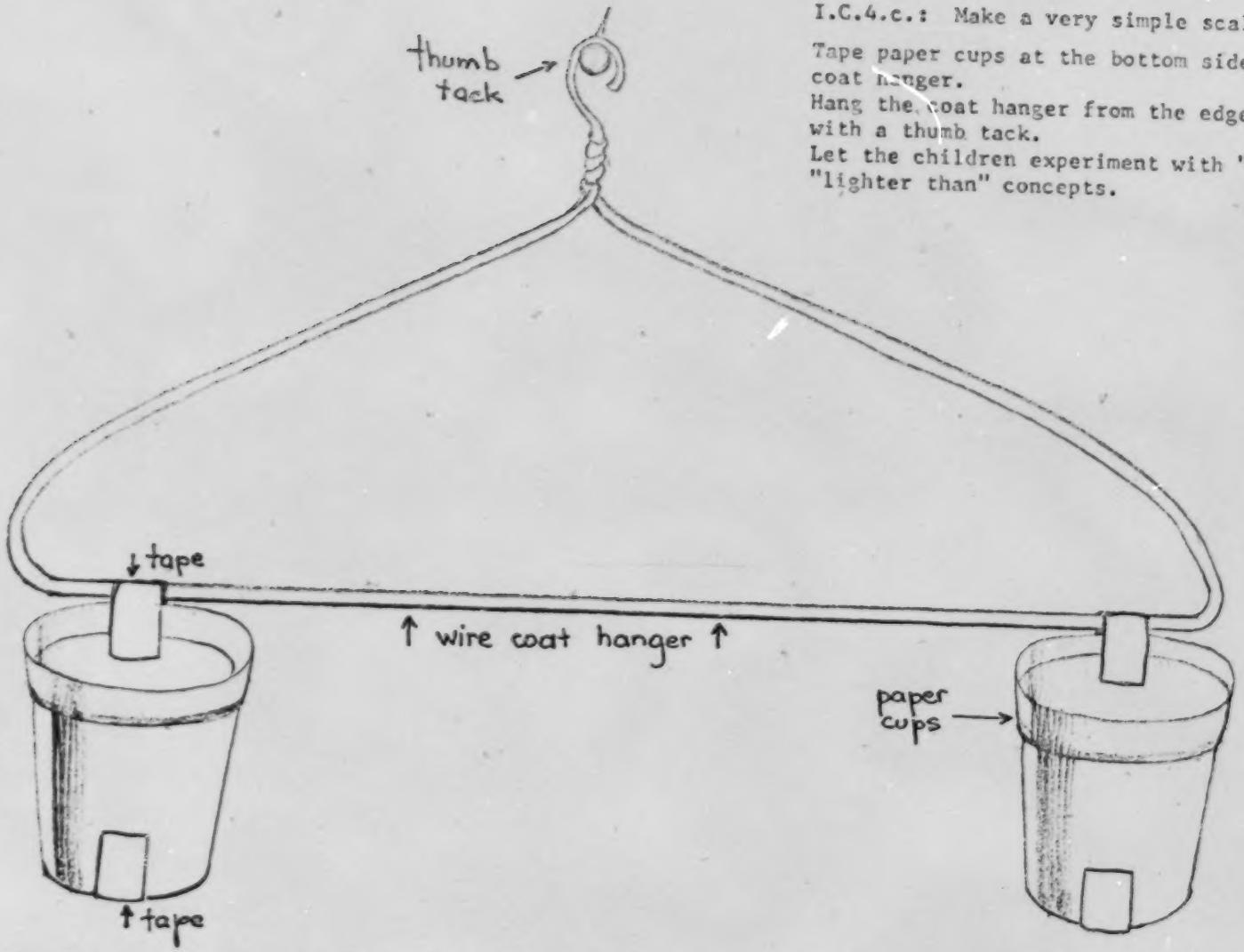


I.D.b:

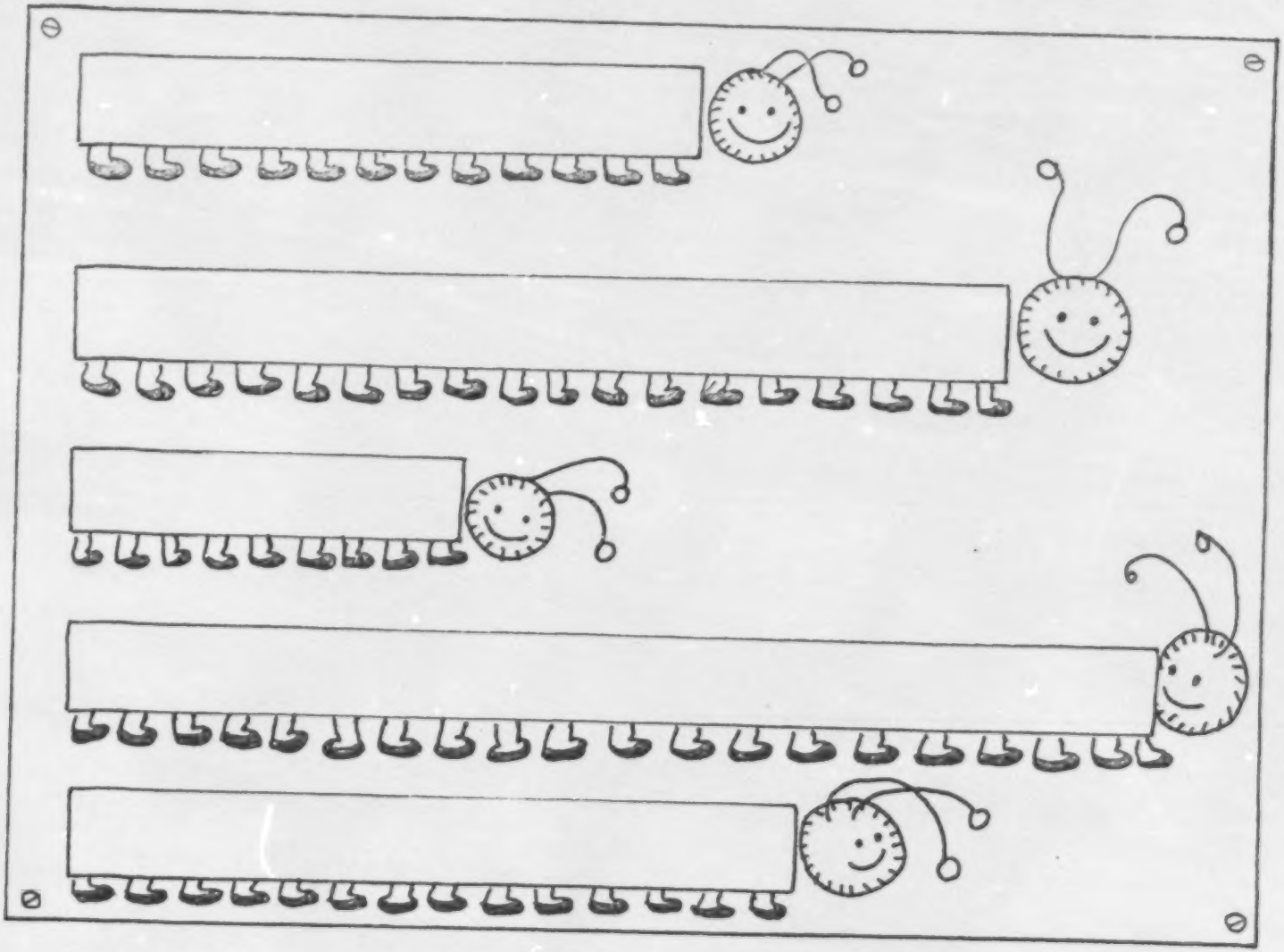
The children can make large posters for each season of the year using their own hands as an outline for a tree.
Using all sorts of paper and fabric scraps they can dress up the trees according to the season.

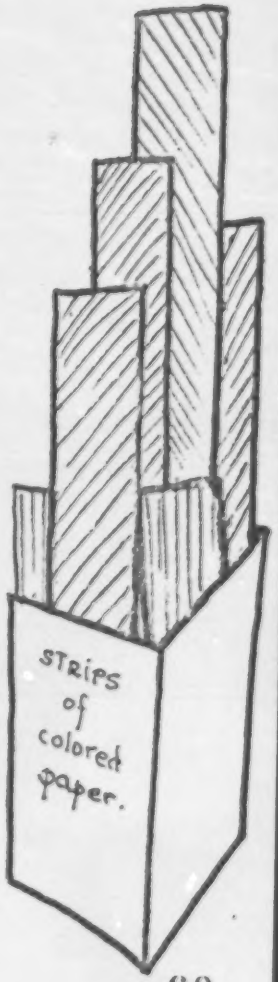
I.C.4.c.: Make a very simple scale.

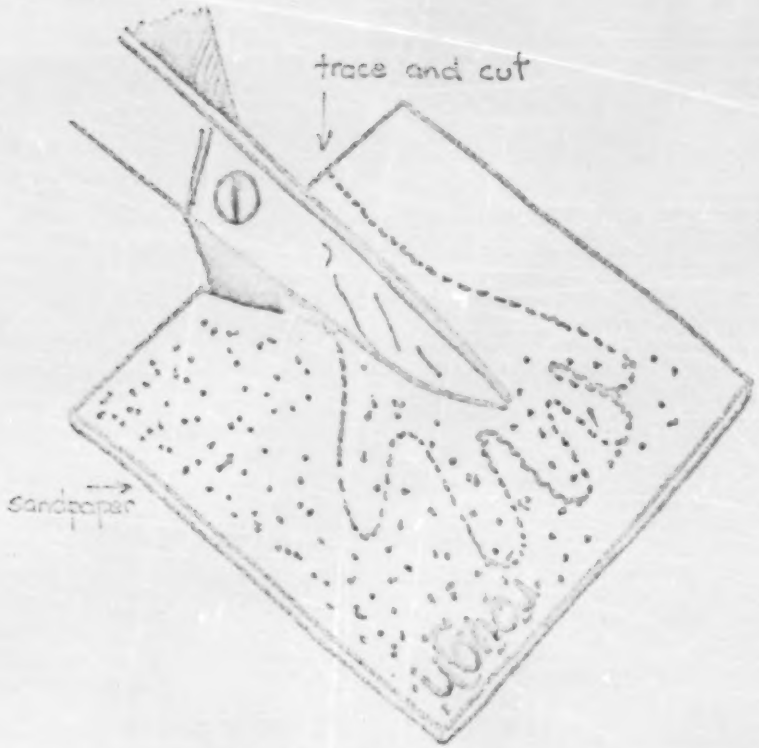
Tape paper cups at the bottom sides of a wire coat hanger.
Hang the coat hanger from the edge of a table with a thumb tack.
Let the children experiment with "heavier than", "lighter than" concepts.



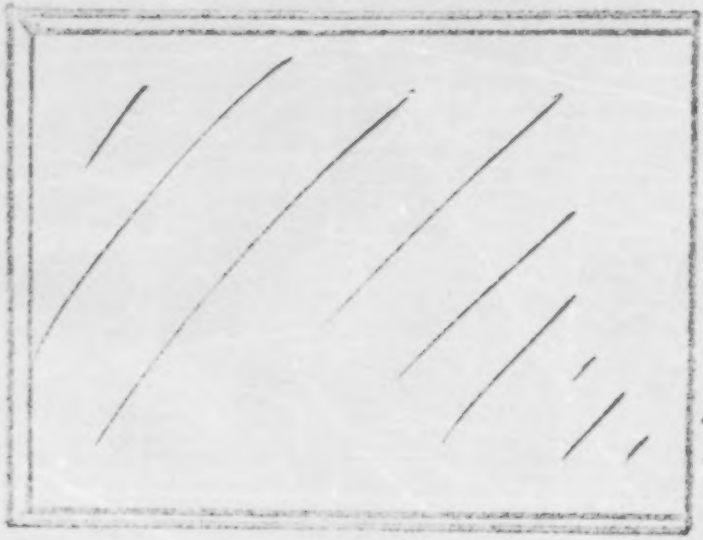
I.C.3.d: Make dittos showing caterpillars of different lengths.
Give the children strips of paper that match these lengths.
They can paste the strip of the appropriate length on each caterpillar.



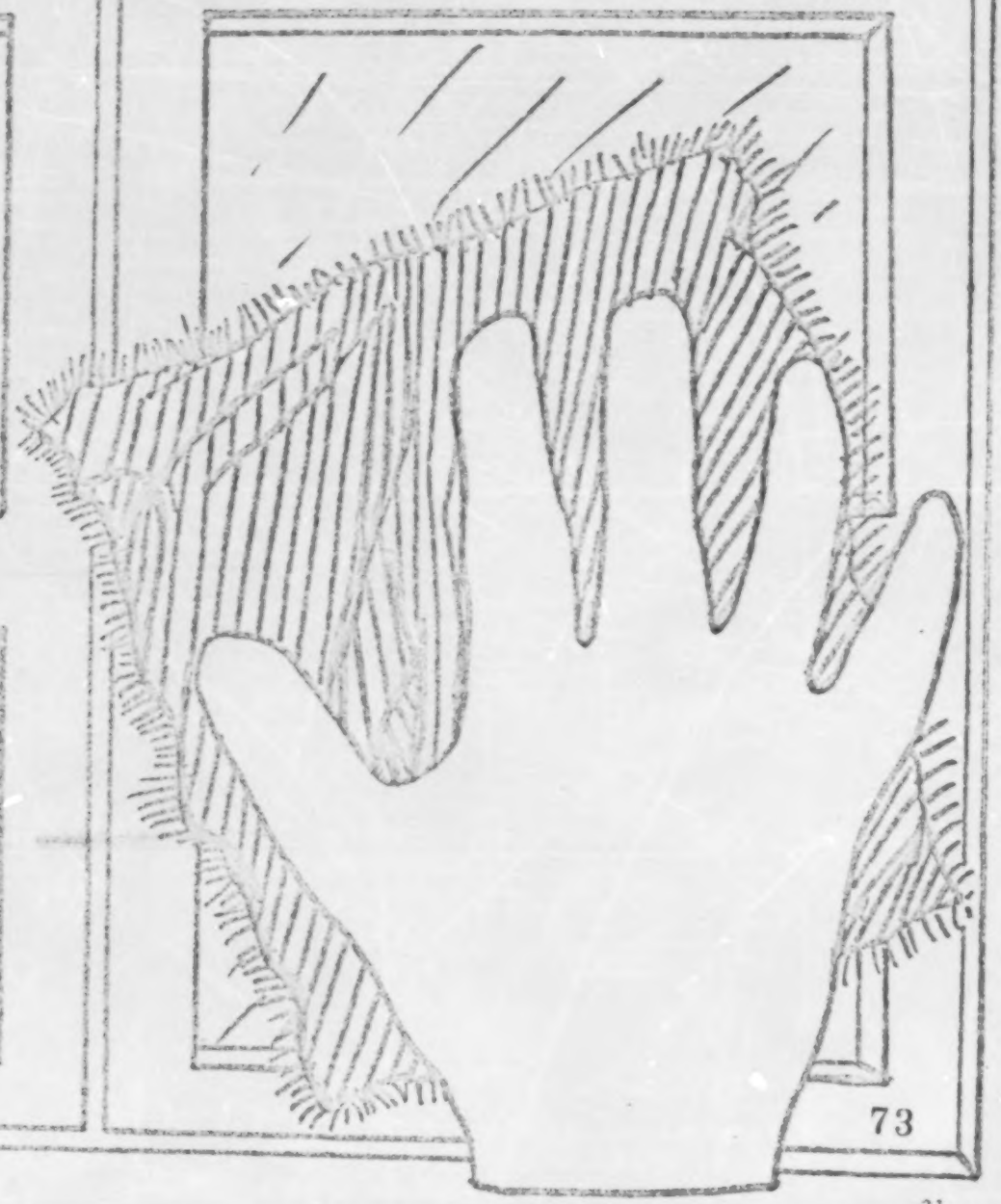




III.A.a:
Collect all sorts of textures (sandpaper,fur,plastic, foamrubber,styrofoam,fabric) and have the children trace their hands on them.
Cut around the outlines and paste them together to make posters showing the concept of soft,rough,sticky,hard..



III.A.a:
The children can make a drawing of a large window. They can paste a piece of fabric to the window. Then they can trace their own hand on another piece of paper, cut out the outline, and paste the hand to the fabric.
This will look like they are washing the window.
Have a discussion about jobs that the hands do.



III.A.c.:

Using the outline of their hands (right and Left) the children will create "funny couples".

B. To associate textures with objects

a. With eyes blindfolded, the children will try to identify and describe what they are touching.

IV. To discriminate between tastes

A. To distinguish between similar tastes

a. The children will be blindfolded and will play a game of taste. They will taste different things and identify them. The group which identifies the most things will win. For example:

sweet: sugar, candy, honey
sour: lemon, salt

B. To recognize the mouth's role in identifying taste

a. The children will talk about that part of the body which helps them to taste. They will talk about how animals drink, eat and taste.

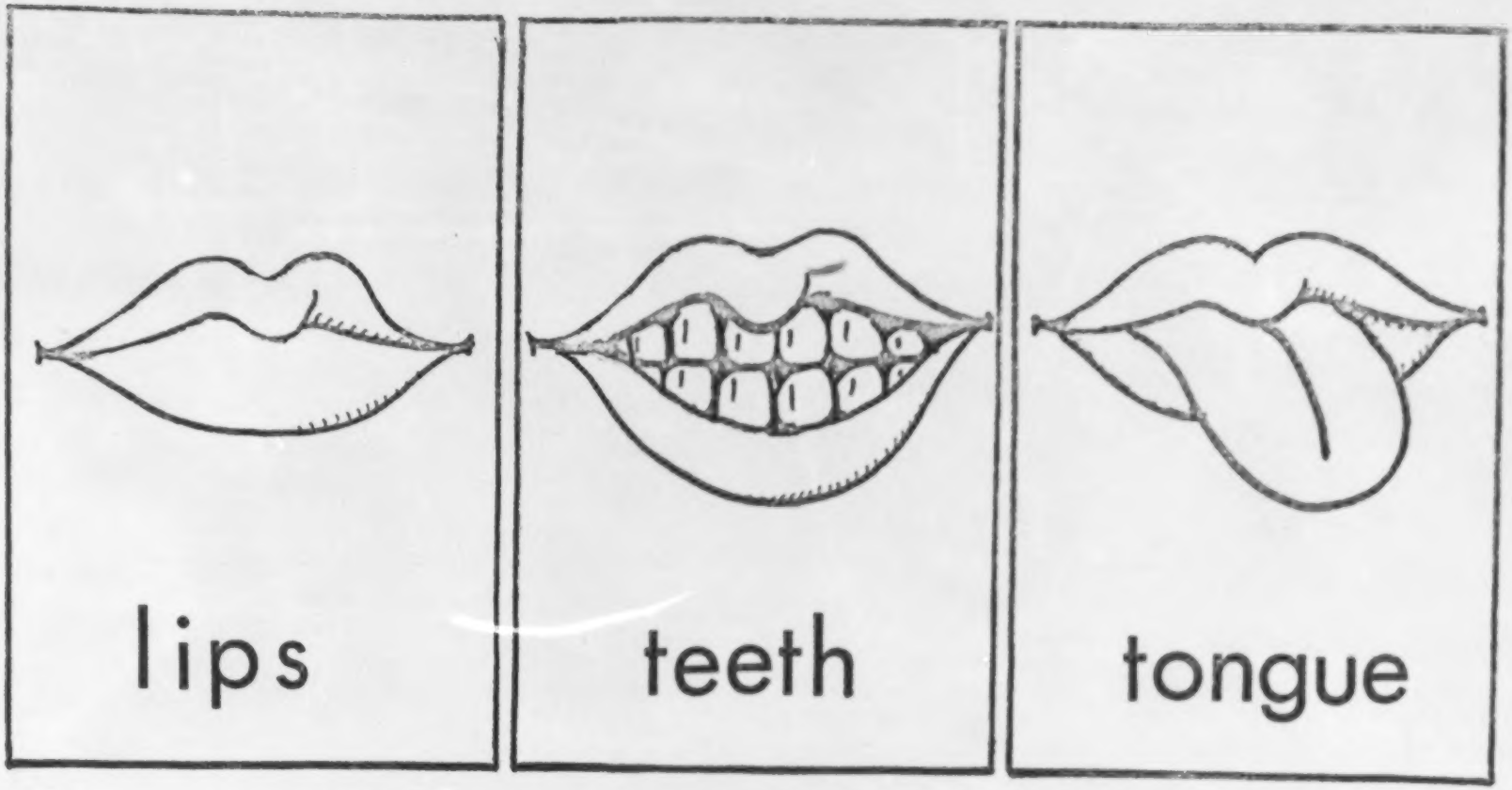
b. The teacher will have a drawing of the mouth (lips, tongue, teeth). The children will have other drawings which they will trace and color.

c. The children will taste things which have to be cooked and things which can be eaten raw, as when taken from the tree or plant.

C. To associate tastes with objects

a. The children will taste foods which are native to Puerto Rico or are eaten by Puerto Ricans, and others which are found mostly in the United States. For example:

beets -- U.S.
yautía -- P.R.
ñame -- P.R.
mango -- P.R.
spiced apples -- U.S.
pork and beans (sweet) -- U.S.



IV.B.b:
Give the children dittos showing the lips, teeth and tongue.
Talk about the function of each one and show pictures of things like talking with your lips, biting with your teeth, tasting with your tongue.

V. To discriminate between smells

A. To recognize the function of the nose in identifying smells

a. The teacher will have a big drawing of the nose. The children also will have drawings. They will discuss the importance of the nose as part of our body. They will trace their drawings.

b. The children will be exposed to a small, for example, perfume or popcorn. They will react and guess what they are smelling.

B. To distinguish between odors produced by nature and by man

a. The teacher will bring pictures, objects, and bottles to the room. They will go outside and smell things found in nature. A puppet with a happy face and a puppet with a sad face will be shown. The children will show their reactions by choosing one of the puppets.

Nature	Man
wet grass	a hamburger
a flower	coffee
the breeze	
an apple	

C. To associate odors with danger, satisfaction, and health

a. Bring bottles of medicine to the room. The children will smell them. They will try to identify what this medicine will cure. The teacher will talk about medicine, its importance, and the dangers involved in tasting them without supervision. For example: mercurio, cough medicine, vicks

b. The teacher should blindfold the children, then burn something. Have the children talk about their reactions. Discuss the importance of the nose as a warning helper.

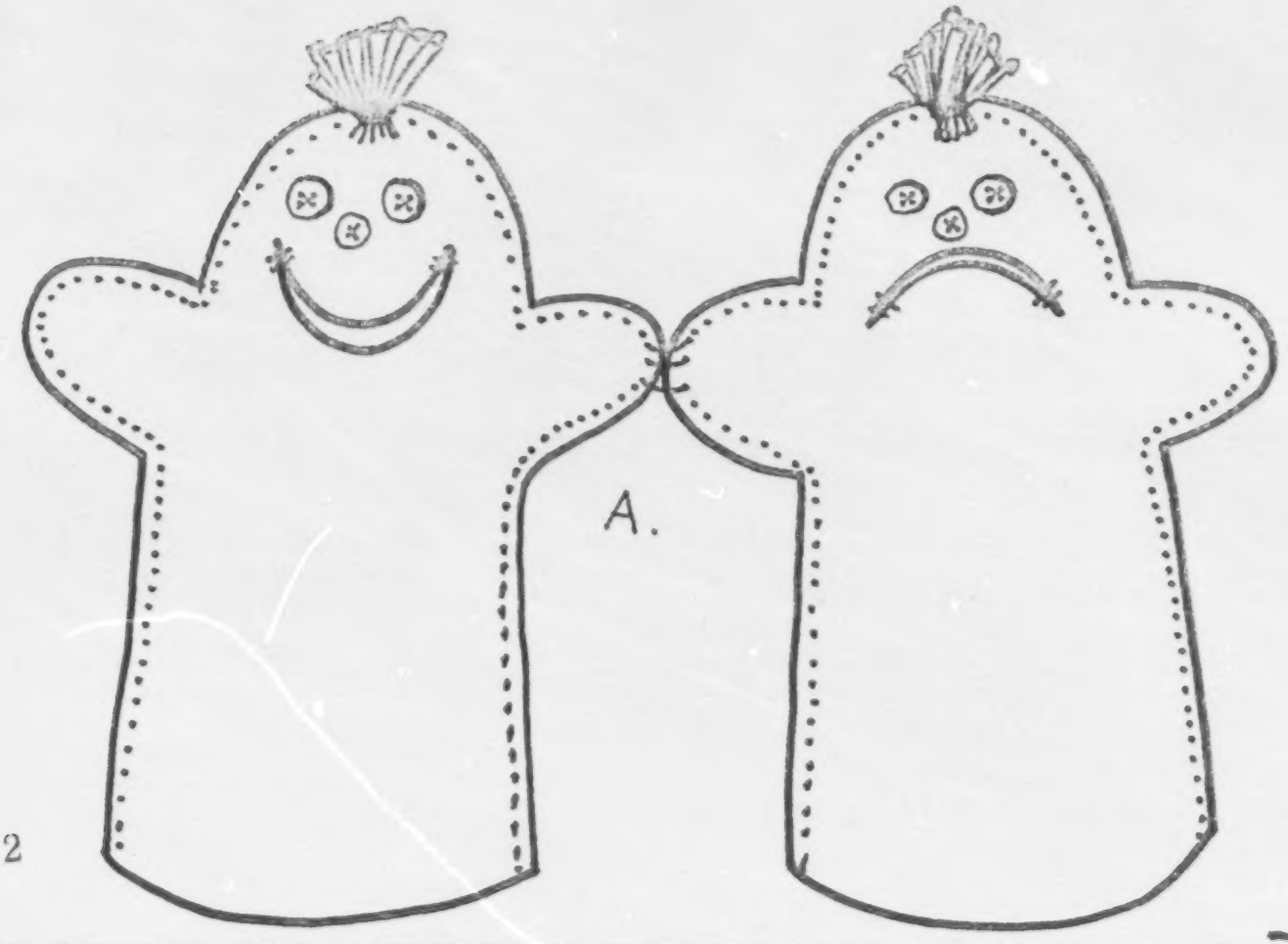
c. Bring objects to the room and have the children match them with pictures of parts of the house where these smells would be found: toothpaste, coffee, flowers, soap.

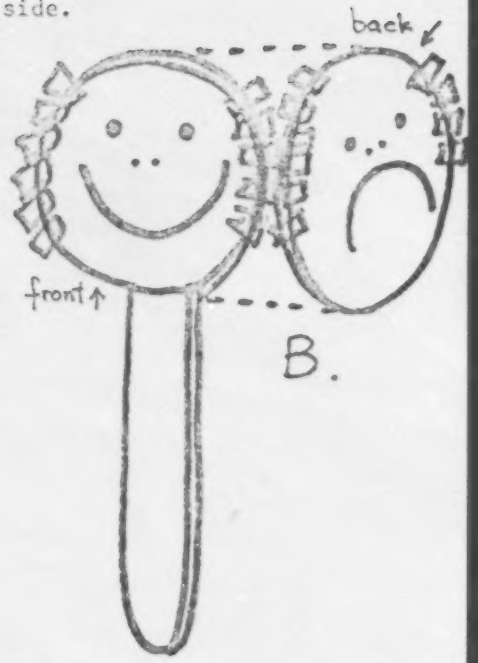
d. Teach the children the poem "La Olla" and have them react to what the poem mentions: pimienta, gandures, arroz.

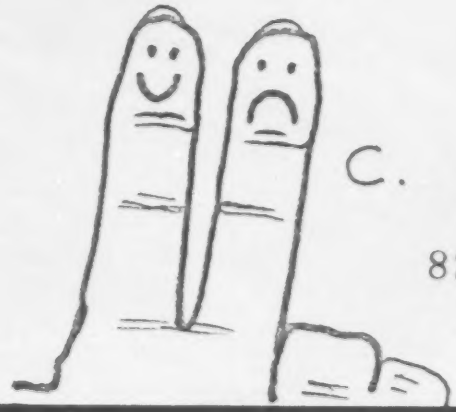
V.B.a:

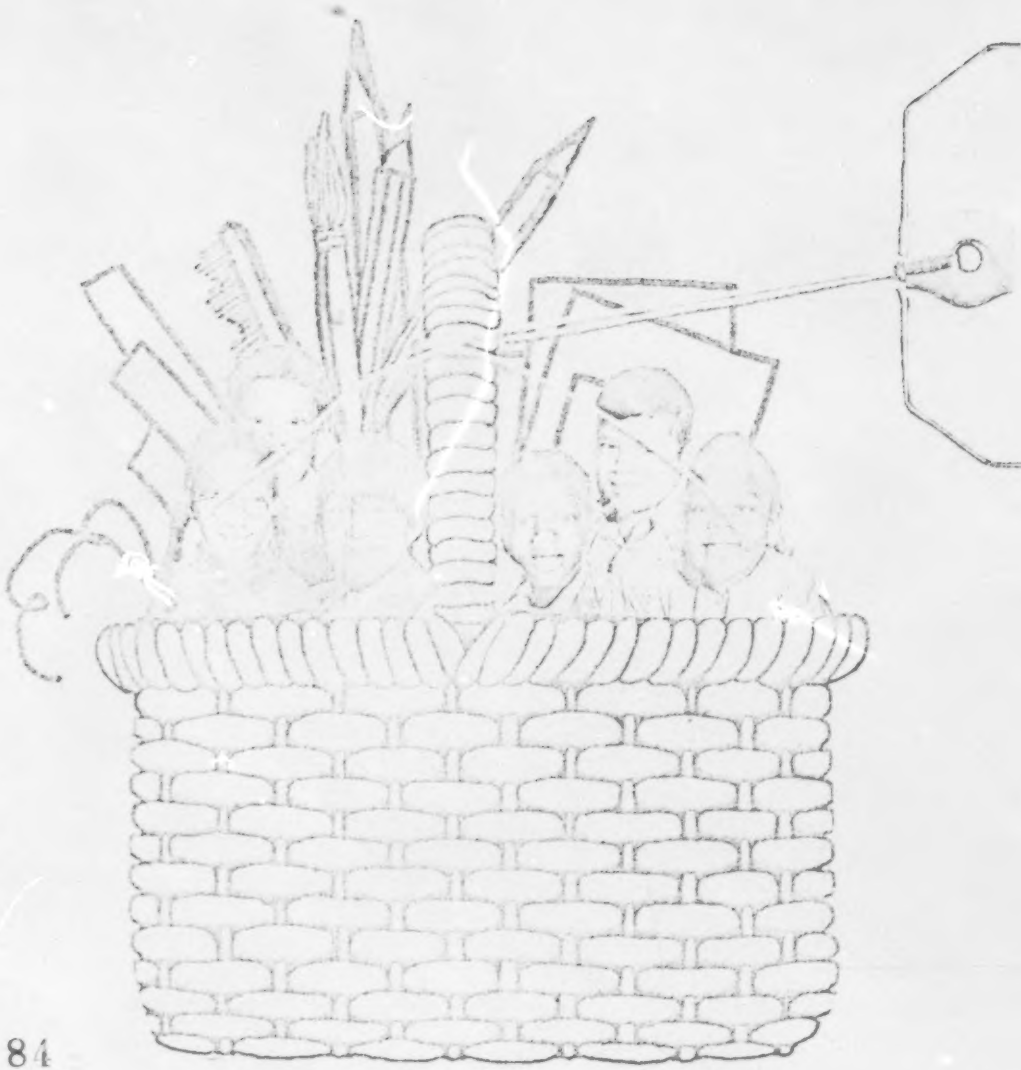
Make a cloth puppet with a happy face on one side and a sad face on the reverse side. The children can show the face appropriate to a given smell.

This could also be done by pasting faces on opposite sides of a wooden stick or by drawing happy and sad faces on the children's fingers.









PSYCHOMOTOR EDUCATION CURRICULUM

FOR

KINDERGARTEN CHILDREN

(5 years of age)

PSYCHOMOTOR EDUCATION CURRICULUM
FOR
KINDERGARTEN CHILDREN
(FIVE YEARS OF AGE)

GOAL	CONCEPT
I. To develop fine psychomotor control	A. To develop appropriate eye-hand coordination in two dimensions using different instruments, materials and techniques.
	B. To develop appropriate eye-hand coordination in three dimensions using different materials and objects.
II. To develop gross psychomotor control	A. To develop appropriate general motor coordination.

ACTIVITIES FOR

PSYCHOMOTOR EDUCATION CURRICULUM FOR KINDERGARTEN CHILDREN

(FIVE YEARS OF AGE)

I. To develop fine psychomotor control

A. To develop appropriate eye-hand coordination in two dimensions using different instruments, materials and techniques.

a. Have the children do drawings following the stimulus of a presentation such as a story, a physical activity, a discussion about a family, a movie about a farm, a visit to the zoo, shopping in a Spanish store, pictures of vegetation in Puerto Rico and Connecticut, pictures of houses and buildings in Puerto Rico and Connecticut.

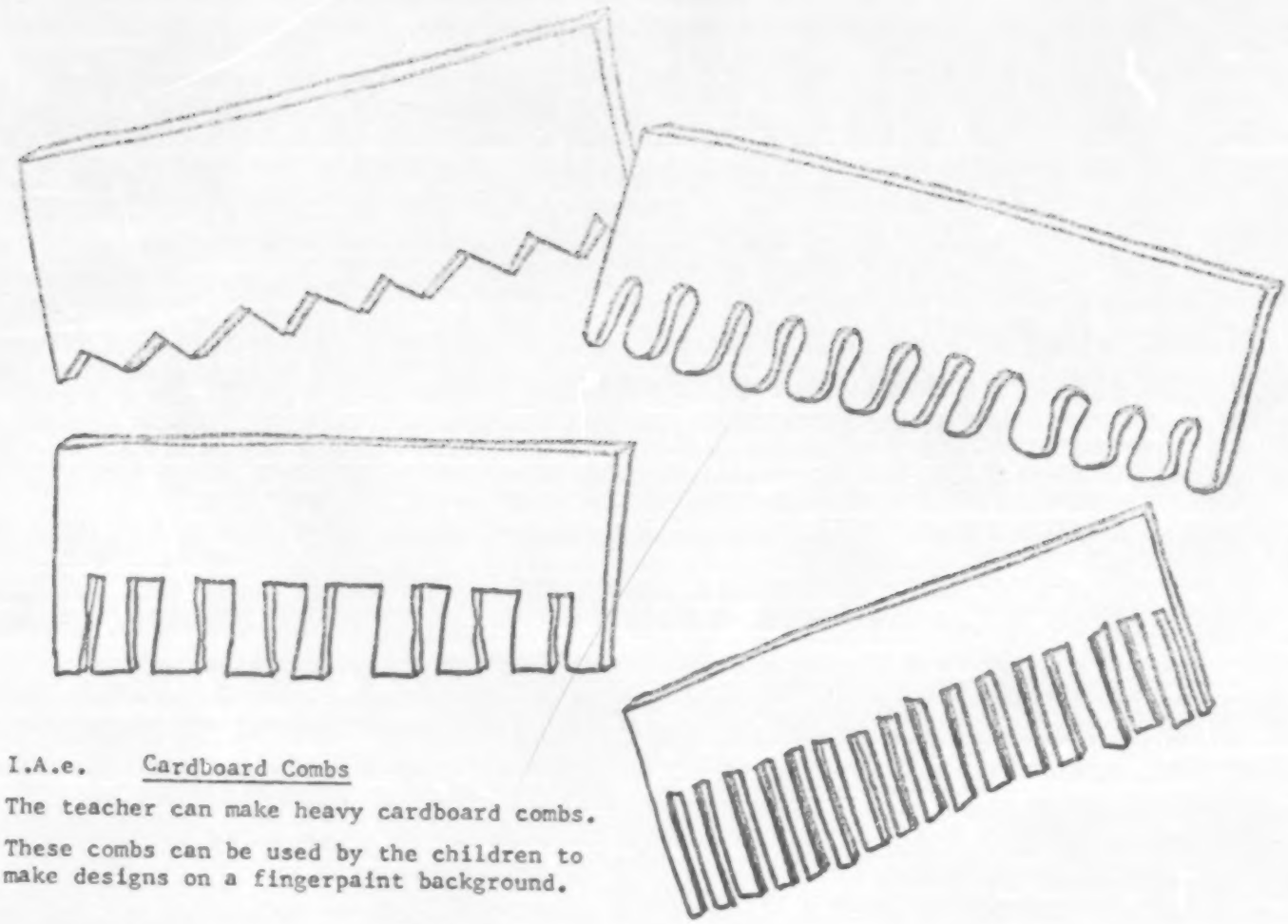
In presenting these stimuli and helping the children with their drawings it is important not to tell the children what objects they must draw. Their drawings are representations of their mental images. Rather, if there are objects missing from their drawings this should be taken as an indication that the children need more experience with these objects so that they come to automatically perceive the objects as a part of the stimulus pattern. In this way the mental image of the child can be improved instead of just improving their tendency to follow directions. If an arm is missing in a drawing, attention could be given to arms by having the children do pulling exercises, feeling each others arms and the power of their arms.

b. Have the children paint with brushes using the same kind of stimuli - stories, physical activities, discussion, movies, trips.

c. Have the children do paintings and drawing without a specially presented stimulus.

d. Combine painting and drawing with crayons. Have the children draw pictures with crayons pressing hard. Then cover the surface with any diluted paint or ink so that the paint will cover the surface without covering the crayon lines.

e. Finger painting:
Use of finger paint following a given model.
Use of finger paint to discover secondary colors.
Drawing on finger paint background. Provide the child with a "cardboard comb." He will draw designs on a finger paint background.



I.A.e. Cardboard Combs

The teacher can make heavy cardboard combs.

These combs can be used by the children to make designs on a fingerpaint background.

f. Painting:
Drip spots of paint on paper; fold it in half.
Drip spots of paint on paper; distribute the paint by blowing the paint around with a straw.

g. Wet a piece of yarn in paint; place it on a sheet of paper; fold the paper in half; press.
Wet a piece of yarn in paint; slide it on a piece of paper to make different designs.
The stimulus for this activity could be telling a story about worms slithering in the mud after a rain.

h. Place silhouettes on a sheet of paper; wet the toothbrush in paint; scrub the toothbrush against the comb and let the sprinkles of paint fall on the silhouette. Remove silhouette.

i. Using small, different shapes of sponges, clothespins, and paint: Hold sponge with clothespin; dip sponge in paint; use sponge as a stamp to make designs, following a given stimulus such as houses, cars, etc.

j. Using different vegetables such as potatoes, carrots, onions, celery, and paint: Cut the vegetables in different shapes: dip vegetable in paint; use as a stamp to make different designs following a given stimulus such as Indian designs, animals, flowers, etc.

k. Make different designs by pasting small pieces of ripped paper, following a given stimulus. Use different colors and textures of paper, such as newspaper, magazines, construction, and tissue. Make designs by pasting different materials, such as cloths, cardboard, leaves, noodles, plastic, foam, cotton, sponges, etc. following a given stimulus such as comparing houses, clothing, or seasons in Puerto Rico and Connecticut.

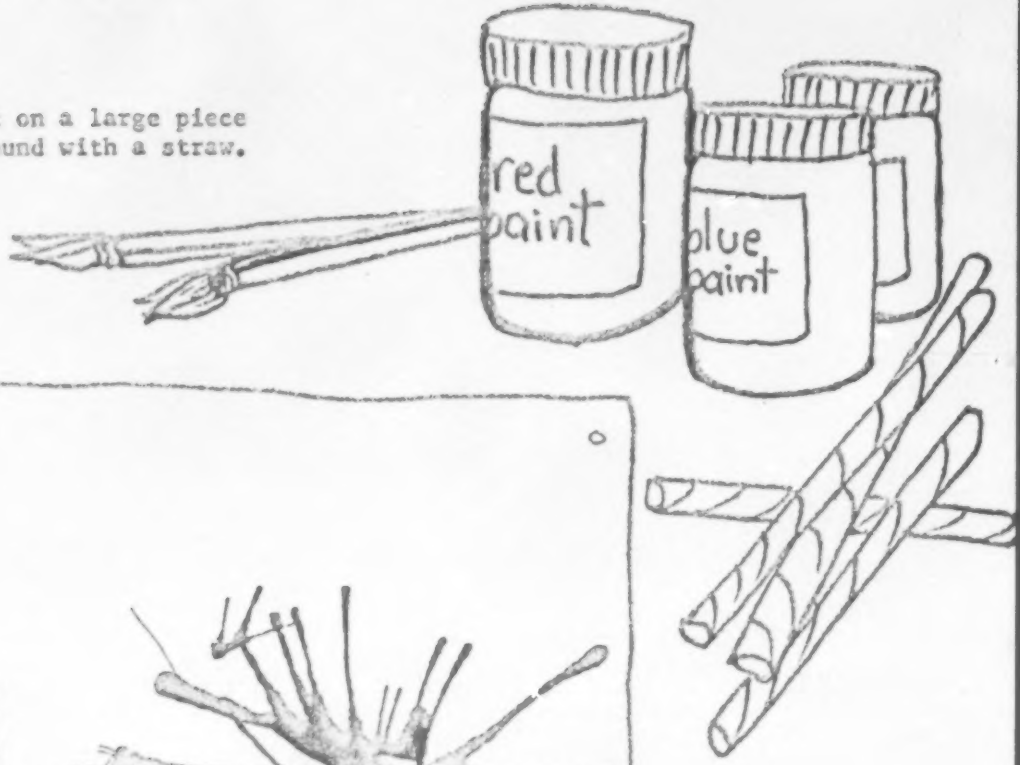
l. Cut different pictures from a magazine; arrange the pictures on a piece of paper; complete the scene with ripped papers.

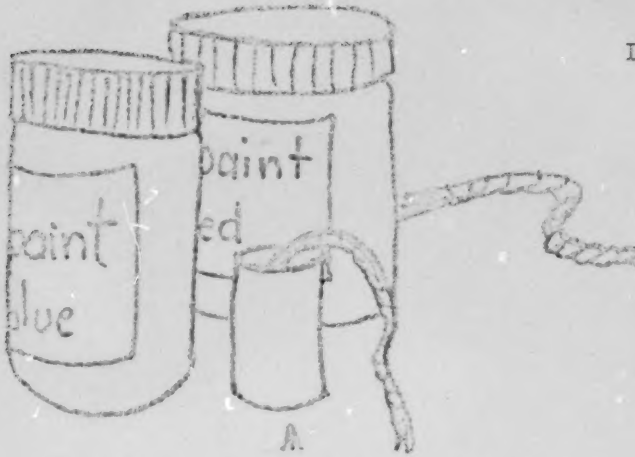
m. Make different objects by folding paper, such as a boat, house, tree, car, fan, pinwheel.

n. Make different designs by combining collage with folding paper, such as:
Make a boat by folding the paper; paste boat on a flat surface; make water by pasting small pieces of ripped paper.
Make a house by folding the paper; paste house on flat surface; make grass and a tree by pasting small pieces of ripped paper.

I.A.f. Painting

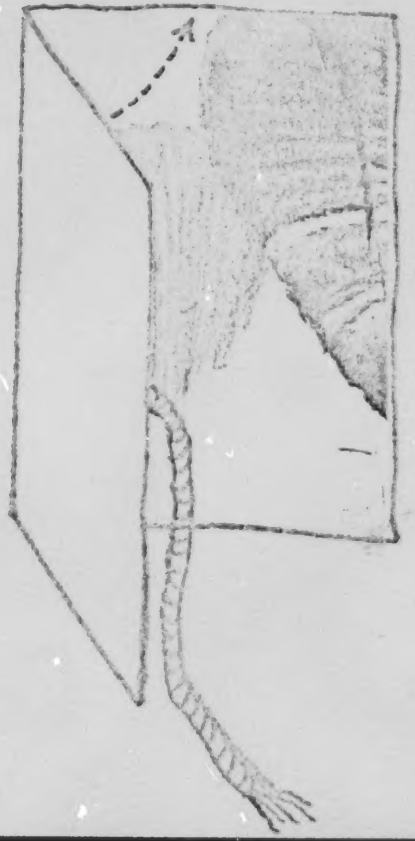
Have the children drip spots of paint on a large piece of white paper and blow the spots around with a straw.





I.A.g. Collect string and yarn in different sizes and thicknesses.
The children can wet one of these in paint and place it on one-half of a divided piece of paper.
Make a design with the string and then fold the paper over on the string.
The children can hold the paper down with one hand and pull the string out very fast with the other hand. This will make a color design on the paper.

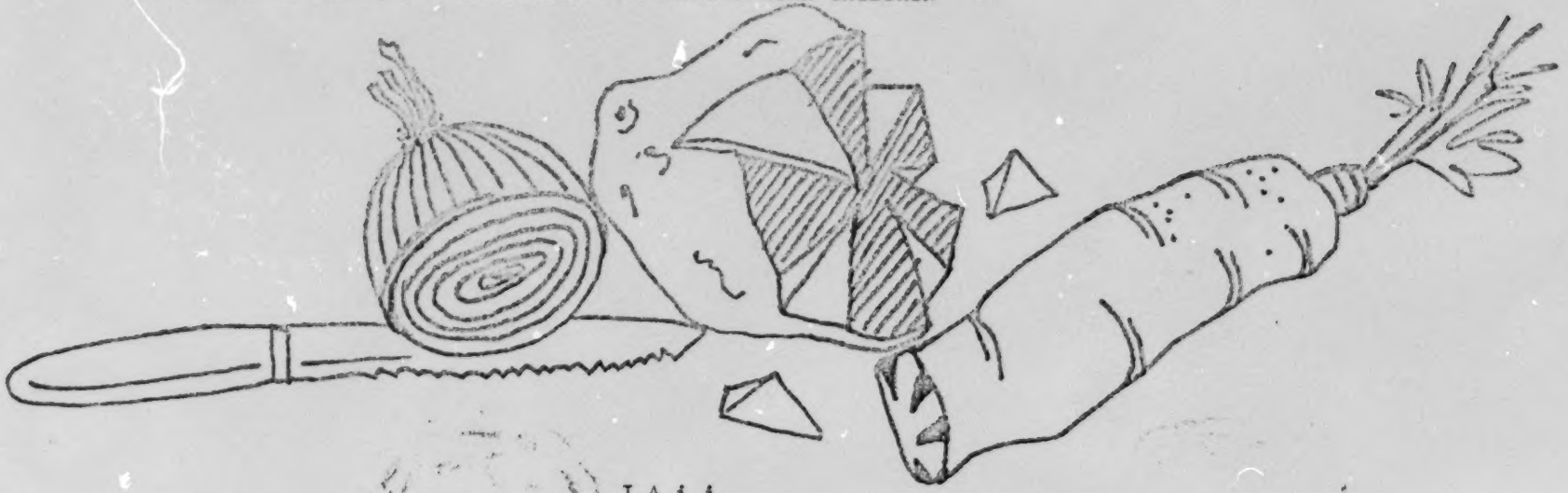
This can be repeated with other colors.



L.A.h.

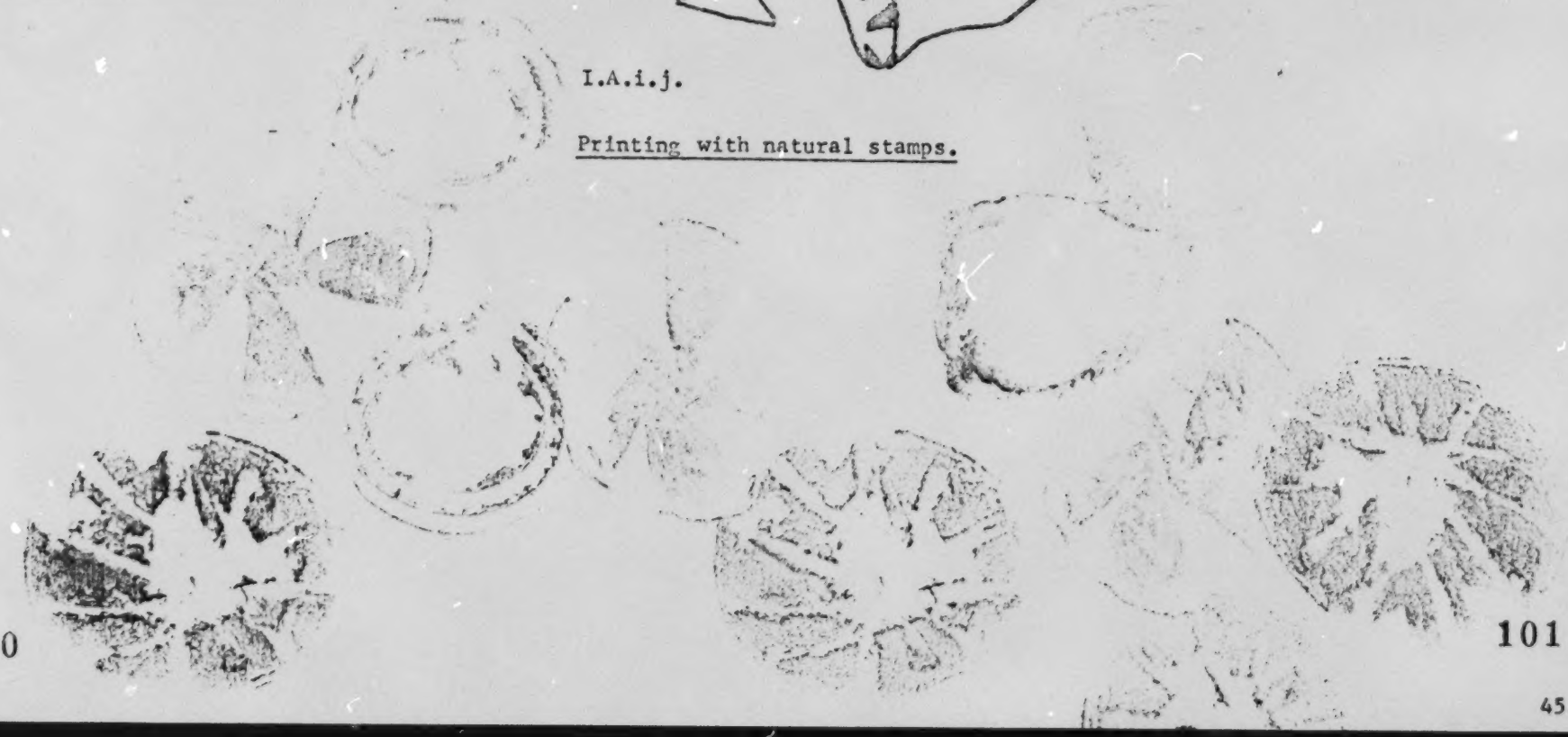
Painting with Spots

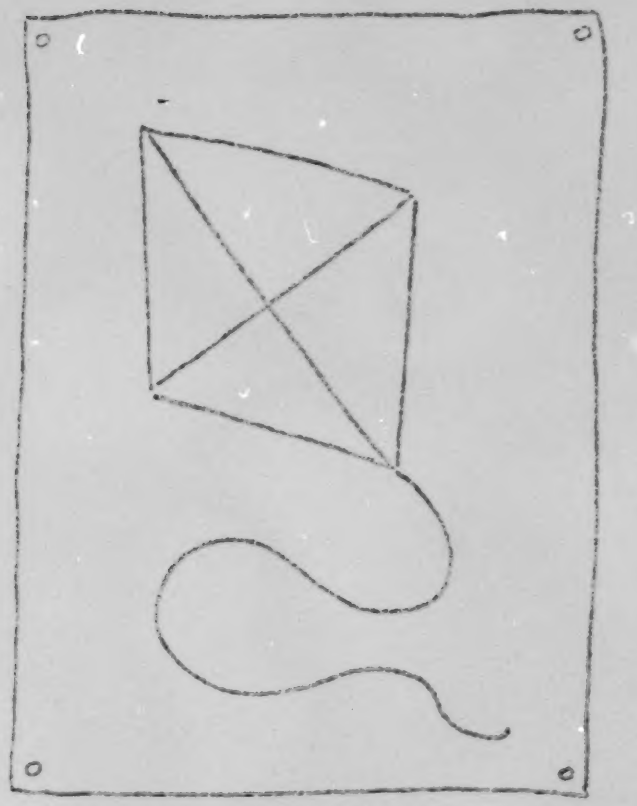
Place cut-outs on a white piece of paper. Wet a toothbrush in paint, and rub it against a comb. Remove silhouettes after paint spots dry.

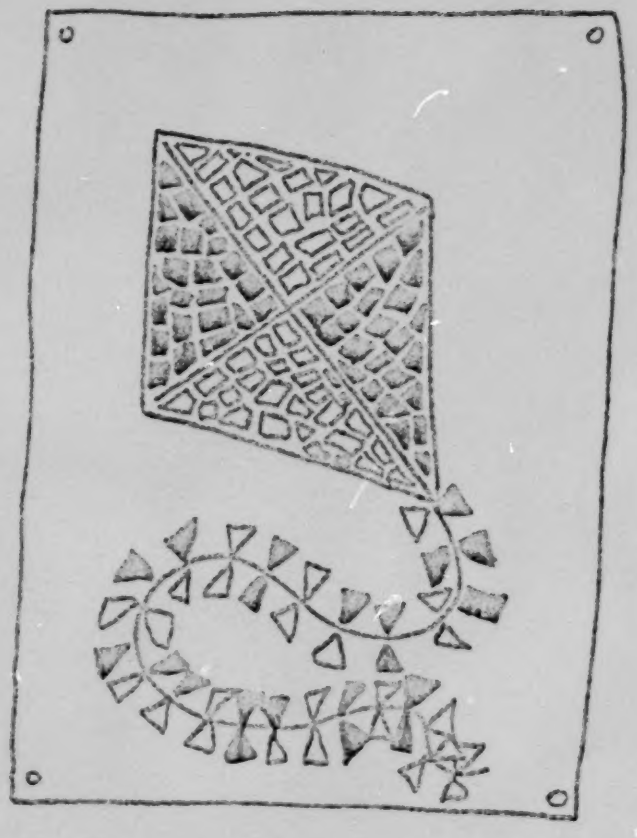


I.A.i.j.

Printing with natural stamps.







I.A.k. Parketry

Ask the children to draw a picture of something they like.

They can rip up small pieces of paper and paste them on the drawings to cover the whole picture.

o. Parketry:
Have the children make designs such as houses, geometric shapes, kites, trucks, using small square pieces of paper. They can paste the pieces on a pattern sheet with the outline of an object. This can follow a stimulus experience.

p. Have the children paste pieces of colored paper following a sequence of color patterns given by the teacher.

B. To develop appropriate eye-hand coordination in three dimensions using different materials and objects.

a. Have the children make models from clay or terracotta in response to a stimulus experience such as discussions, trips, or movies about a zoo, a carnival, a farm, or fruits and vegetables in Puerto Rico and Connecticut.
Then the children can make models without a stimulus experience.

b. Have the children build in the sand box following a stimulus experience such as a story, pictures of beaches in Puerto Rico and Connecticut, discussion of a view of an island from a high altitude, or comparison of housing, streets, roadways, and signs in Puerto Rico and Connecticut.
Then the children can build in the sand box without a special stimulus experience.

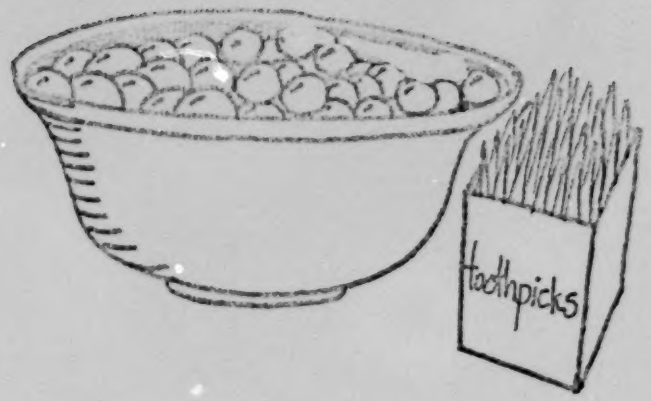
c. Make things like cars, busses, trains, boats, trucks, schools, churches, and toys from clay and toothpicks or clay and wet peas.
In preparation for the toothpick and pea exercise the peas need to be soaked in water for at least 12 hours.
This activity can be done first following a stimulus experience, and then without one.

d. Make constructions with blocks after providing stimulus experiences such as discussions, trips, pictures, film strips about transportation, housing, furniture.

e. Make constructions with blocks that follow given patterns of colors, shapes or materials. This can also be done with and then without a stimulus experience.

f. Children can make paper maché models such as animals, toys and people following a stimulus experience and then without one.

g. Children can construct paper maché puppets:
Blow up a small balloon; cover it with paper maché; dry; make hole and pull balloon out; paint a face over it to make different characters; make hair with cotton or yarn.

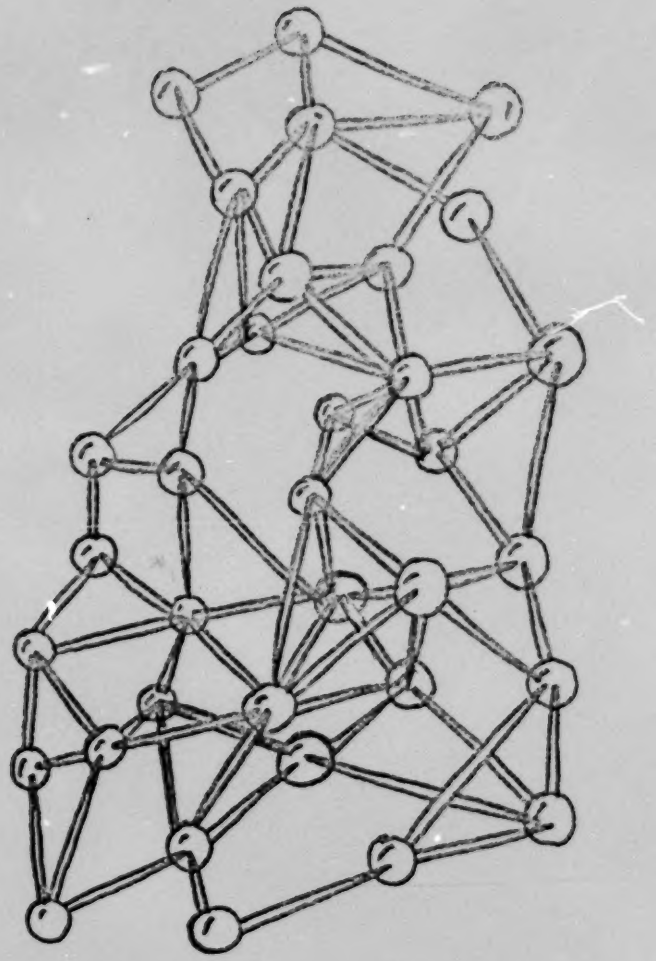


I.B.c. Construction

Soak a package of peas in water overnight.

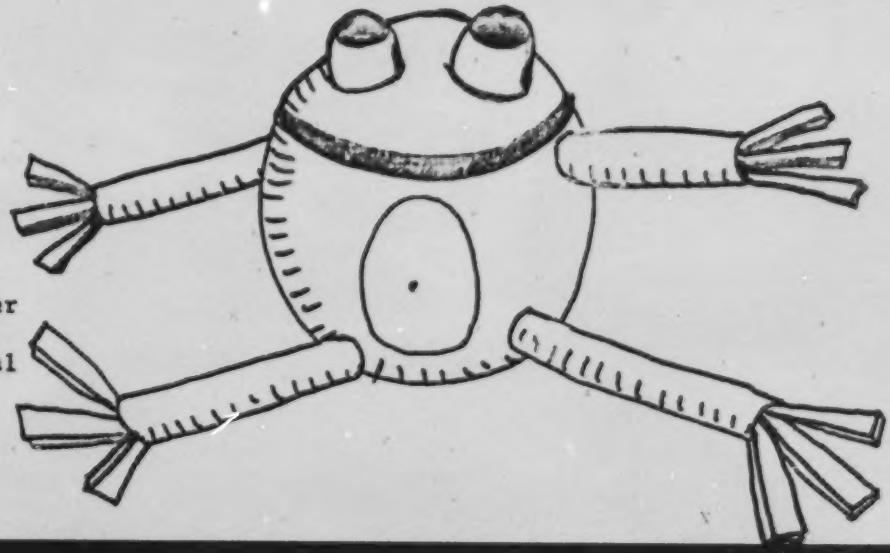
The next morning the children can build all sorts of structures with the peas and either wood or plastic toothpicks.

When the peas dry they harden to hold the structure firmly together.



I.B.g.h. Paper Maché

1. Blow up a small balloon
2. Cover it with pieces of wet newspaper.
3. Put on a second layer of newspaper soaked in wheat paste (or wall-paper paste). Repeat with several layers.
4. When completely dry, punch the balloon and paint.



h. Make paper maché masks:
Blow up a big balloon; cover with paper maché, dry; cut in half to make two masks; paint different faces on the mask to make animals or people.

II. To develop gross psychomotor control

A. To develop appropriate general motor coordination

1. The children can walk following different directions

a. Magic Carpet
Formation: Scattered
Equipment: Pieces of linoleum or cardboard squares
Number of players: 10 to 15
Directions: Place squares (one less than number of players) in a scattered fashion on the floor. The squares represent magic carpets. One child is selected to be the leader. Players follow the leader as he walks about the room, stepping on or off the magic carpets. On a signal from the teacher, the players stop wherever they are. Any child who is not on a magic carpet is eliminated. Remove enough squares after each turn so there is always one less than the number of players. Continue the game until 3 or 4 players remain.

b. I'm Tall, I'm Small
Formation: Single circle with one child in center
Equipment: None
Number of players: Class
Directions: One child stands in the center of circle with eyes closed.
Circle players walk slowly around singing the following verse:

I'm tall, I'm very small
I'm small, I'm very tall
Sometimes I'm tall
Sometimes I'm small
Guess what I'm now.

As the children walk and sing "tall," "very tall," "small," "very small," they stretch up or stoop down depending on the words.
At the end of the singing, the teacher signals circle players to assume a stretching or stooping position. The center player then guesses which position they have taken. If the center player guesses correctly, he remains; if unsuccessful, a new player is selected.

c. Changing Direction
Formation: Standing in a circle
Equipment: None
Number of Players: Class
Directions: One child is chosen to be the leader. The leader gives various directions such as "change right," "change left," "change forward," or "change backward." Children only change direction when command is given.

2. The children can walk while carrying objects

a. Carrying an Egg
Formation: Two lines
Equipment: Two eggs and two spoons
Number of players: Class
Directions: The first child of each line will walk carrying the egg on the spoon to a determined line and walk back. The child will hand the spoon with the egg to the following child in his line and walk to the end of the line. The winners will be the first line that finishes the game.

b. Carrying a Glass of Water
Formation: Two lines
Equipment: Two glasses of water, balance beam
Number of players: Class
Directions: The first child of each line will walk toward the balance beam carrying a glass of water, will walk on the balance beam, and return to the line. The child hands the glass of water to the next child and walks to the end of the line. The winners will be the first line to finish the game.

3. The children can march following directions

a. Musical Chairs
Formation: Circle
Equipment: Chairs
Number of players: Class
Directions: Arrange chairs in a circle pattern around the room. There should be one less chair than the number of players. Use musical accompaniment, such as a record, percussion instruments or clapping. When music or clapping begins all march around chairs; when it stops all try to sit on a chair. The extra player who remains standing must take a chair from the circle and sit away from the players.

b. Marching following different rhythms and executing different actions.

4. Have the children play running games

a. Go, Go, Stop
Formation: Single line with children facing sideways
Equipment: None
Number of players: Class
Directions: The teacher says "Go, go, go" and all must run straight ahead.
When the teacher says "Stop" all must stop.
If a child fails to stop he must return to starting line and begin again.

b. Duck, Duck, Goose
Formation: Single circle with one child standing outside of circle
Equipment: None
Number of players: Class
Directions: One child is selected to be "it" and stands outside the circle.
"It" runs around the circle, touches one child and says "Duck", touches another child and says "Duck", touches a third and says "Goose." The "goose" chases "it", who now runs around the circle back to the "goose's" place before the "goose" can tag "it."
If the "goose" taps "it" before he gets into place, he continues to be "it."
If "it" is successful the "goose" becomes "it" and the game continues.

c. Tiger in the Cage
Formation: Scattered outside circle drawn on floor.
Equipment: None
Number of players: 10 to 20
Directions: One child is chosen to be "Tiger" and stands in the center of a circle (cage). Use any circle drawn on floor. The size depends upon the number of players. All other players are scattered about the play area. The "Tiger" cannot step outside his "cage." All other players may run into, around and through the cage. The first player tagged becomes the new "Tiger."

5. Play jumping games - both high and long jumps

a. Jumping extended rope, graduating the height according to the child's ability

b. The House of Nobody
Formation: Draw a number of circles in a circular pattern on the floor
Equipment: Musical instrument or record
Number of players: Class
Directions: Have each child except one stand in the circles. The remaining child

II.A.5.b. The House of Nobody

stands in the middle of the large circular pattern -- "The House of Nobody." At the musical signal each child will jump from the circle they are in to another circle. The child in the middle will try to occupy one of the circles before any other child can get there.

6. Play hopping games

   a. Froggie, Froggie
      Formation: Seated on floor in a circle
      Equipment: None
      Number of players: Class
      Directions: One player is chosen to be the "frog" and takes a squat position in the center of the circle. On a signal from the teacher the "frog" hops to another player and says "Froggie, froggie, how is your neighbor?" The other player replies, "I don't know but I will go and see." Players change places with new "froggie" hopping to another.

   b. Kangaroo in a Cage
      Formation: Scattered groups of three
      Equipment: None
      Number of players: Class
      Directions: Arrange class in groups of three and scatter about play area. Of the group, two join hands forming a cage and the third player takes the part of a "kangaroo." There should be 2 or 3 extra "kangaroos" who are placed randomly throughout the play area. On signal from the teacher, all "kangaroos" must hop to find a new cage. After four turns, have children return to original positions and repeat game.

7. Play skipping games

   a. Skipping back and forth following a rhythm
   b. Skipping around a circle following rhythm
   c. Skipping Rope Relay
      Formation: Two lines
      Equipment: None
      Number of players: Class
      Directions: Teams line up behind the starting line. Draw a turning line. On signal, the first player of each line skips to the turning line and returns back. As the players return they go to the back of the line. The first line to finish the game is the winner.

8. Supplementary games

a. Forty Ways to Get There

Formation: Seated
Equipment: None
Number of players: Class
Directions: Each child is given a chance to move across the front of the room in any way he wishes. Once a child has used a walk, hop, or whatever movement, no one following may copy that movement. Any novel way of moving is accepted.

b. Follow the Leader

Formation: Single lines
Equipment: None
Number of players: Class
Directions: Arrange the class into two or three lines of ten to twelve players. The leader walks and begins to perform any kind of movement, such as hands on head, arm sideways, or hopping from one spot to another. All other players in his line must copy the movement. If anyone fails to perform the feat, he goes to the back of the line.

c. Mouse and Cat

Formation: Single circle with children holding hands
Equipment: None
Number of players: Class
Directions: One child will stand inside the circle -- he will be the "mouse" -- and one will stand outside the circle -- he will be the "cat." The cat will ask the mouse, "Little mouse, little mouse, give me some cheese." The mouse will give the cat some cheese. The cat will ask the mouse again, "Little mouse, little mouse, give me some cheese." The mouse replies, " I don't have any more cheese." The cat replies, "Then I'll catch you." The children will put their hands up or down in order to protect the mouse.

a

amigos

LANGUAGE AND NUMBER READINESS
CURRICULUM FOR KINDERGARTEN
CHILDREN (5 year old)

LANGUAGE AND NUMBER READINESS CURRICULUM
FOR
KINDERGARTEN CHILDREN
(FIVE YEARS OF AGE)

GOAL	CONCEPT
I. To develop the ability to express oneself clearly following a central topic	A. To describe situations orally using a variety of descriptive and action words 1. To be able to identify details related to colors, shapes, locations, smells, and sizes 2. To be able to identify details in the immediate environment
II. To be able to express cause and effect relations	A. To be able to describe situations and infer conclusions B. To be able to identify emotions through visual representations C. To be able to follow a cause and effect sequence D. To be able to distinguish the emotions of people or animals
III. To be able to associate the configuration of objects with spaces and places	A. To be able to associate objects with spaces and places B. To be able to associate configurations of letters with spaces and locations
IV. To be able to identify and distinguish sounds	A. To identify the sounds of some letters with their written symbols B. To identify words that are similar in sound

V. To develop the concept of set

A. To identify membership in a set
B. To be able to distinguish between equivalent and non-equivalent sets

VI. To develop the concepts of "one more" and "one less"

A. To recognize sets with one more and one less
B. To be able to distinguish sets that have one more or one less than another

VII. To associate numbers of a set with their numerals

A. To be able to associate quantity of members in a set with the numerals that they represent

VIII. To develop the concept of "greater than" and "less than"

A. To develop the concept of ordered sets
B. To develop the concept of numerals which are greater than or less than other numerals

IX. To develop the concept of time

A. To relate sequences in time
B. To distinguish between days of the week, months of the year, and the seasons
C. To associate time with meaningful activities

ACTIVITIES FOR

LANGUAGE AND NUMBER READINESS CURRICULUM FOR KINDERGARTEN CHILDREN

(FIVE YEARS OF AGE)

I. To develop the ability to express oneself clearly following a central topic

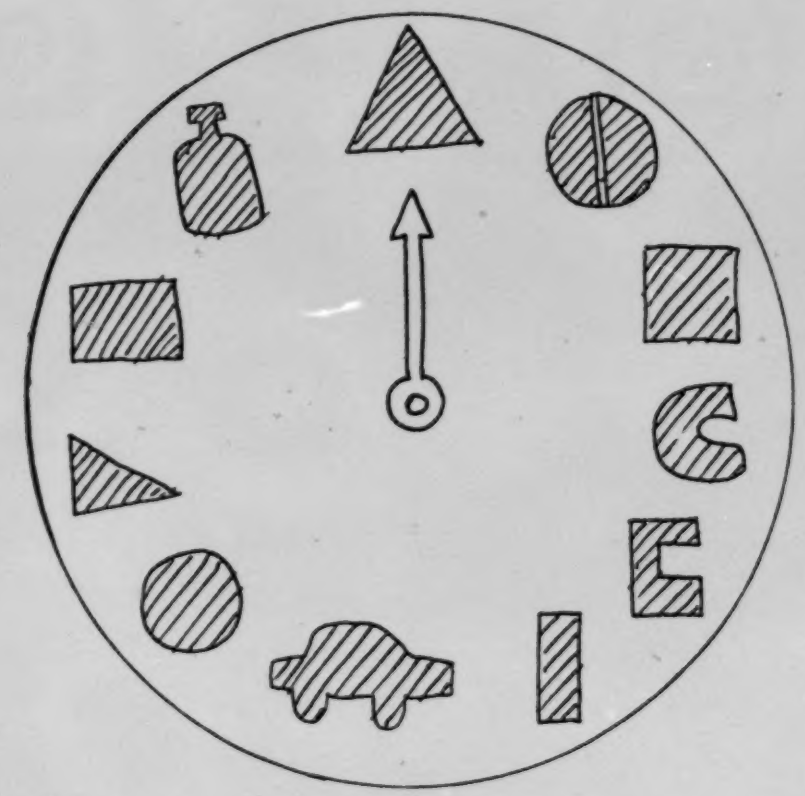
A. To describe situations orally using a variety of descriptive and action words

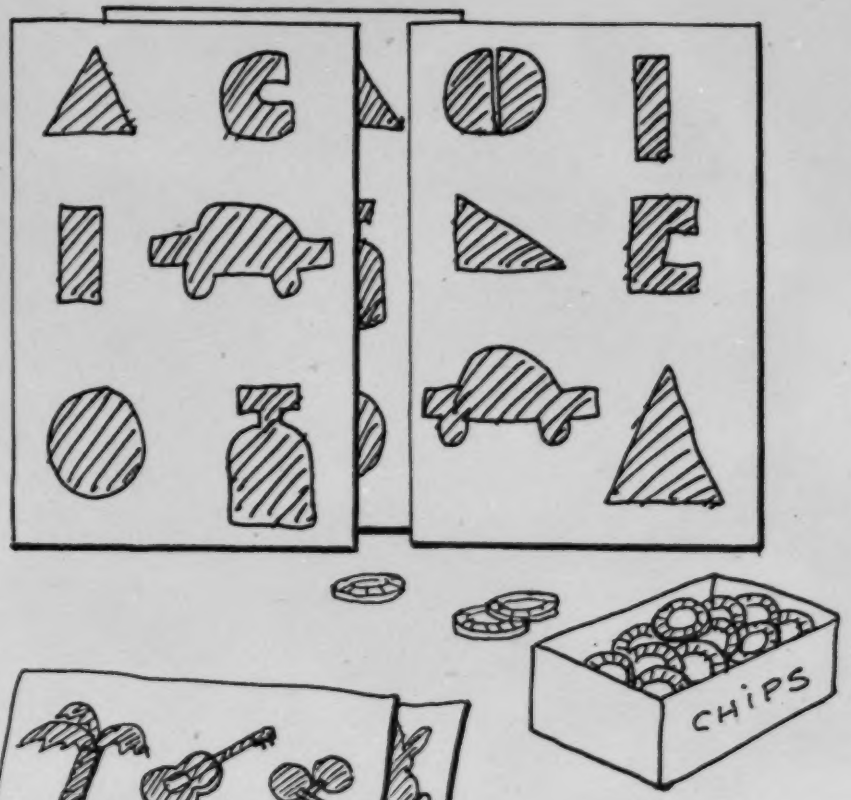
1. To be able to identify details related to colors, shapes, locations, smells, and sizes

a. Present big pictures of specific situations to the children. Encourage them to use many different descriptive words to talk about the pictures. The conversation could cover the seasons of the year, parts of the house, and culture of the country. Suggested pictures:

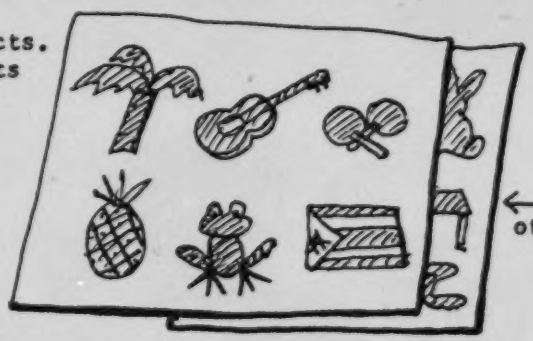
The wind blowing a kite out of the hands of a little boy.
Some children eating breakfast. The father, looking serious, waiting to go out to work.
A farmer's happy face as he looks at his banana trees full of plátanos.
Ladrillo pulling the hen out from Juan Bobo's hands.
A fisherman with his little boat full of fish.
A little girl at the market next to a policeman.
Some children crying as snow comes down. They are wearing light clothes and no boots.
Children at a beach splashing water.
Children playing bolitas (marbles). One is angry at the other.
Children picking flowers in the country.
A child with his face dirty with mango and sharing half of it with his friends.
Children gathering around the ice vendor (un carrito de piraguas) to buy some ices.
A Taino Indian ready to fish.

b. Create a chance game involving the identification of shapes or outlined figures. Put different shapes on a wheel. Attach a spinning pointer to the wheel. Have one child spin the pointer and give the name of the shape that is indicated. Give the other children cards with the shapes on them. Have the children put chips on each shape that is indicated. The game can be further complicated by having variations in the size and color of the shapes. Some of the shapes that could be used are triangles, squares, rectangles, circles, rabbits, tables, palm trees, pineapples, birds, umbrellas, flags, a map of Puerto Rico, a map of Connecticut, a guitar, maracas, a coqui.





I.A.1.b.
Make a spinning wheel with the outline of shapes and objects.
Make large cards with a selection of the shapes and objects on them.
After the child spins the wheel, the other children will place a chip on the shape indicated by the arrow.



c. Have the children follow directions in the dressing of paper dolls. After dressing the dolls the children can talk about what the dolls are wearing and why. Some directions the teacher could give are:

"Dress them in blue." "Dress them in red." "Dress them in yellow."
"Dress them for school." "Dress them for church." "Dress them to go to sleep."
"Dress them to play in the sun." "Dress them to play in the snow."
"Dress them to play in the rain."

d. The teacher will present paper dolls dressed in different ways so that the children can talk about how they are dressed and why. They could be dressed in the following ways:

As a farmer with a machete.
As a little boy in Puerto Rico eating and sucking sugar cane.
Dressed for winter in boots, mittens, scarf, and hat.
Dressed for the beach in a bathing suit.
Dressed for rain with an umbrella, raincoat and boots.
Dressed to go dancing in Puerto Rico with maracas or guitar.

e. Present to each child small drawings or pictures of food. The children can draw sad or happy faces next to each picture and explain why their choice was happy or sad.

2. To be able to identify details in the immediate environment

a. The teacher will start a sentence about a given situation so that the children can complete the sentence or fill in the details. For example:

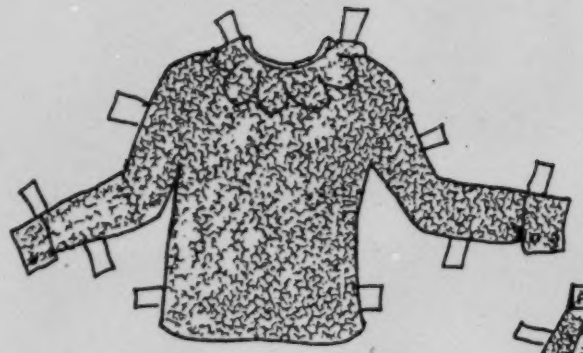
On my way to school.....
As I went to the supermarket with mami.....
When I got up this morning.....

b. While the children close their eyes the teacher will ask them to name objects at different locations in the classroom. For example, the teacher might say:

"On the wall in front of the classroom at the upper right side of the blackboard something is hanging out from the wall. What is it?"

II. To be able to express cause and effect relations

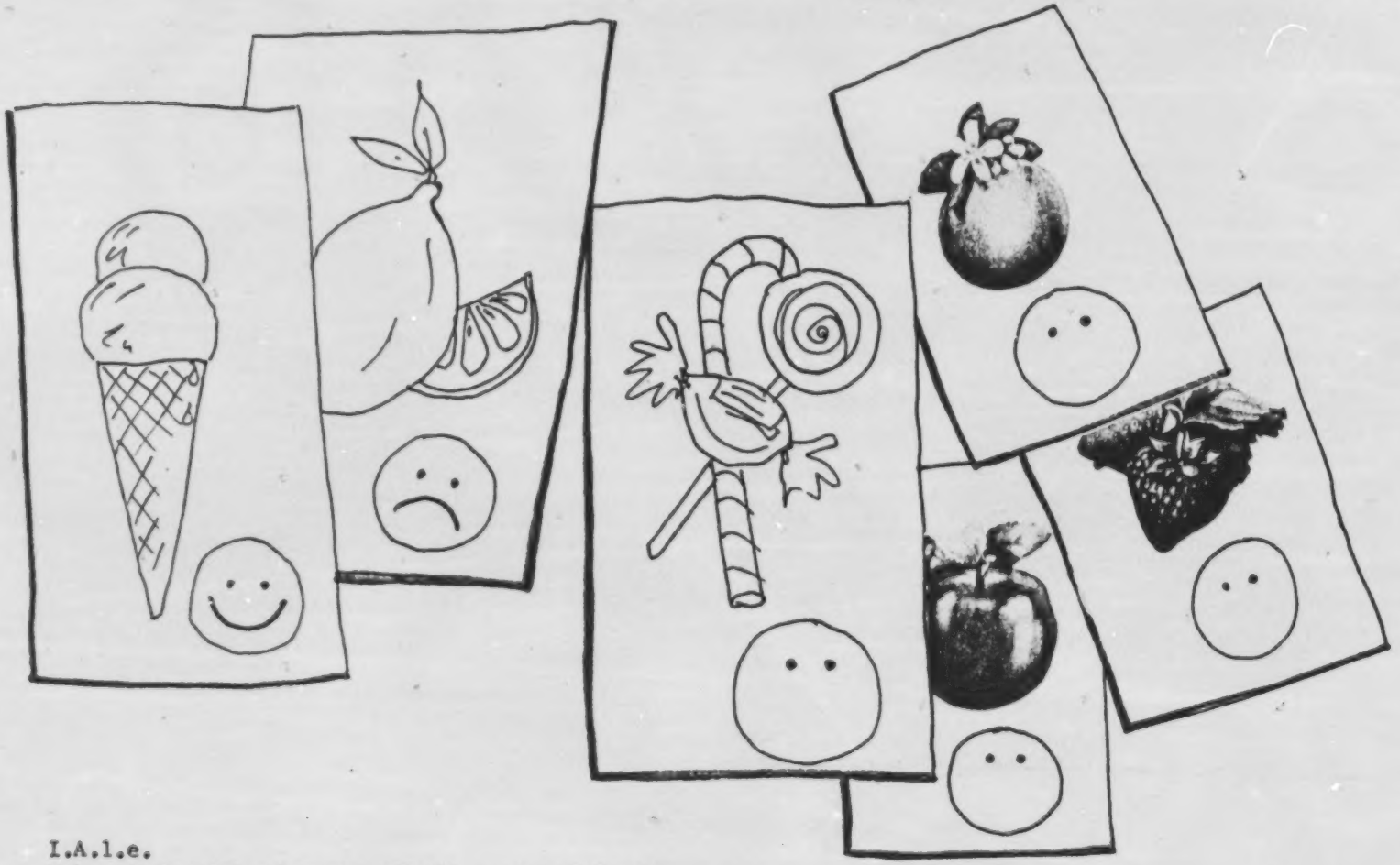
A. To be able to describe situations and infer conclusions



I.A.1.c. A Paper Doll

Cut out large pictures of people from magazines
and paste them on heavy cardboard.
Make a stand for them.
Make clothes in all the colors with tabs sticking out
to fasten on the paper dolls.

I.A. 1.d. Make cards with dolls dressed for different situations.



I.A.l.e.
Make cards with pictures of all sorts of foods.
Draw faces at the bottom of the paper without a mouth.
Have the children make a "happy" or "sad" face according to their taste for that food.

a. The teacher will describe situations or present pictures of situations that would allow children to talk about what might be concluded from these situations. For example:

"A little boy is sleeping; he smells coffee and toast. Is he happy or sad? Why is he happy or sad?"
"A little girl sees a doctor and she is crying. Why?"
"A baby is crying, then he sees his bottle. What does he do?"
"Some children buying tickets to get on the merry-go-round. How do they feel?"
"A boy dressed like a baseball player but looking very sad. Why?"

b. The teacher will narrate a short story without giving the ending. The children can tell their own conclusions for the story and make a drawing to illustrate the conclusion. These stories could be about animals in Puerto Rico such as cows, pigs, coquis, and cabritas.

c. The children will be given a set of pictures showing different stages of an activity. The children can organize the pictures in a logical sequence and tell about the activity and its stages. For example, picture sequences could include:

A very small coffee plant. A farmer doing the planting. Collecting coffee beans, etc.
A mother cooking food. Buying food at the store. A girl setting the table. A family eating dinner. A girl washing dishes.

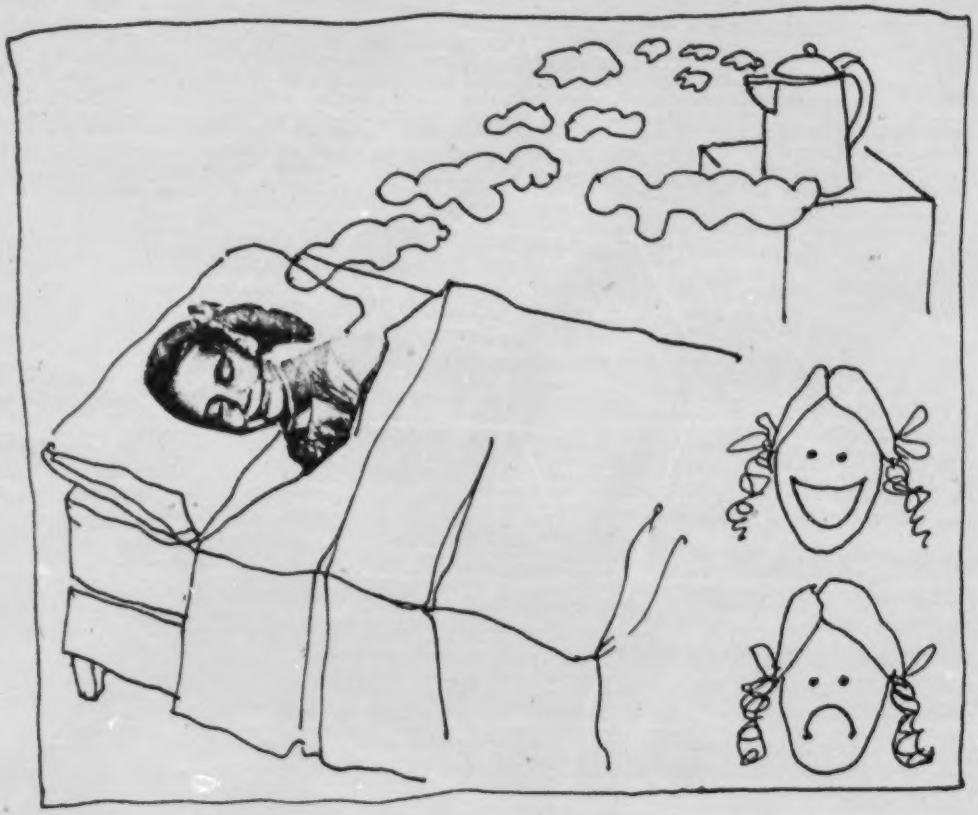
B. <u>To be able to identify emotions through visual representations</u>

a. Show pictures using a slide or overhead projector. Choose situations that would evoke different emotions in the children and have them identify the emotion -- happiness, sadness, anger.

b. Tell the children about a situtaion where a particular emotion would be appropriate and have them draw the emotions. For example:

"A little girl going out with her mother."
"A baby with an empty bottle."
"A boy going to play outside."
"A child receiving a gift at a birthday party."

C. <u>To be able to follow a cause and effect sequence</u>



II.A.a.

On a large piece of oak tag draw different kinds of situations. At the bottom or sides of this picture draw two faces -- a happy one and a sad one.

Make dittos of the same situations and have children draw their own face next to the picture.

II.A.c. Sequence

Make cards using old magazines, workbooks or old torn books.

Choose the parts of the story that are easy for the children to recognize.

a. The teacher can make a series of pictures which follow a logical sequence. The teacher can explain the sequence, mix the pictues randomly, and then have the children sort the pictures in a logical order.

b. The teacher can tell a story about a child on the way to school. The child passes by certain locations -- friends house, fire station, super market -- and crosses certain streets. The children can make pictures of these locations. The teacher can put a picture of the childs home on the left side of a piece of oak tag so that the children can paste their pictures from left to right following the sequence.

c. Have the children observe pictures such as a hungry child. The children should pick the card which would solve the situation. For example, a plate of rice and beans instead of running around the house.

D. To be able to distinguish the emotions of people or animals

a. Make a puppet theatre with different scenery and have the children paste a face on the puppet -- a happy face, a sad face, an angry face, or a sick face. The children can explain why they chose a particular kind of face.

b. Have puppets or pictures of people with different expressions on their faces. Have the children match this expression with situations. For example:

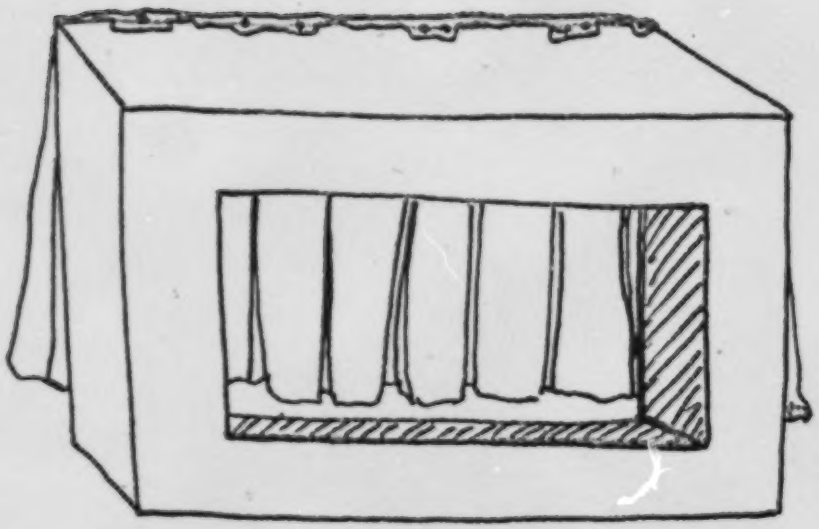
A teacher looking angry.	Some children sitting at their desks but bothering each other.
A mother looking sad.	Her baby is crying and feeling sick.
Some children looking happy.	They are at "Las Fiestas Patronales," the town fair, buying tickets to get on the merry-go-round, or buying bacalaitos.
A happy baby and a happy doctor.	The baby is at the hospital having a check-up.

III. To be able to associate the configuration of objects with spaces and places

A. To be able to associate objects with spaces and places

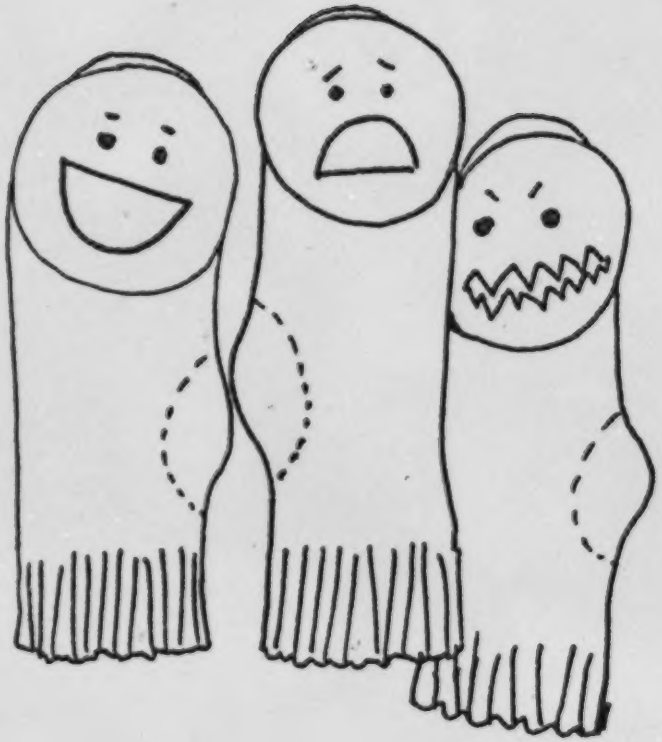
a. Have puzzles of different parts of the house and have the children put the furniture where it belongs. For example:

sofa -- living room	palm tree-- Puerto Rico
refrigerator -- kitchen	basement -- Connecticut
bathtub -- bathroom	hamaca -- patio



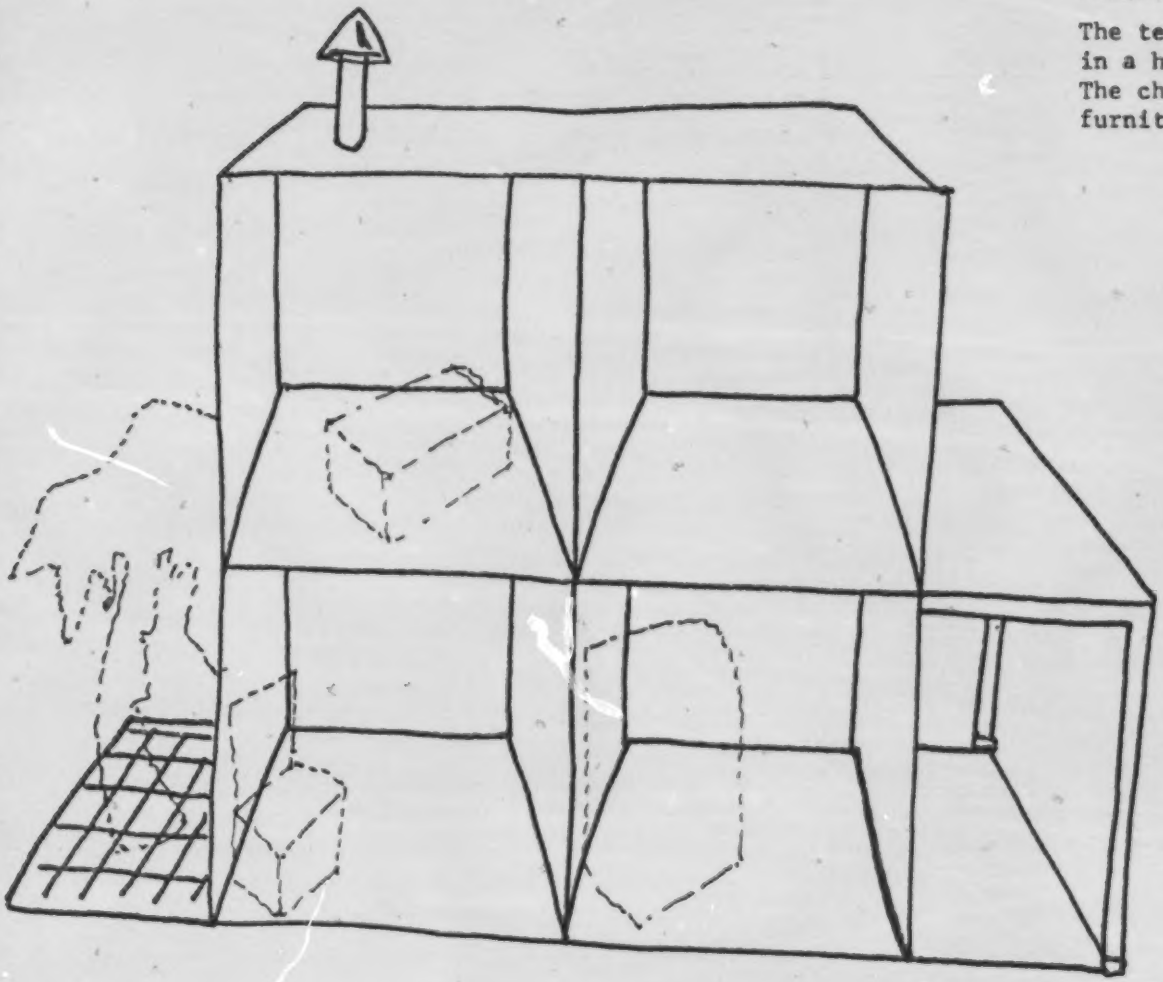
II.D.a. A Puppet Theatre

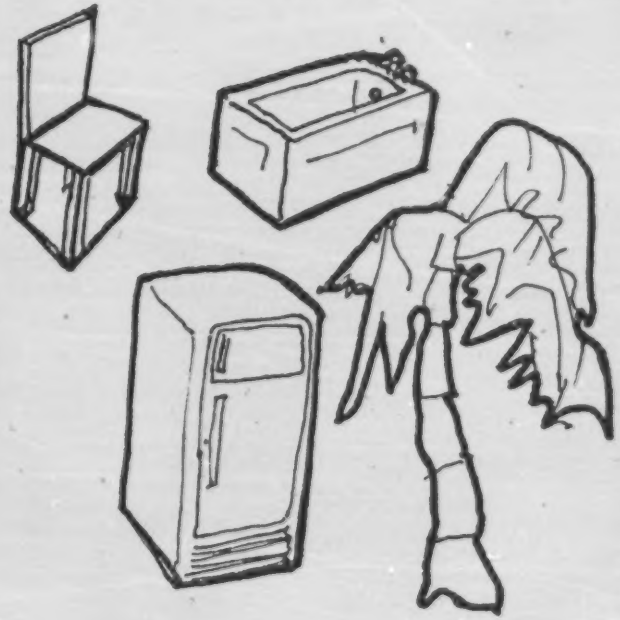
Make a theatre with an old box.
Paint it different colors and prepare the scenery for it.
Make the puppets with old socks: cut out three color paper circles, one with a happy face, another with a sad face, and the third with an angry face. Paste them on the socks.



III.A.a.b.

The teacher can make a drawing of rooms in a house on oak tag.
The children can cut out pictures of furniture from magazines.





The teacher can make outlines of these objects in the appropriate room of the house.
The children can then place the picture in the right outline.

150

151

b. Make outlines of furniture and have the children paste pictures of furniture in the outline where it belongs.

c. Make models of houses in Puerto Rico and Connecticut and model furniture for the children to place in the appropriate house.

B. To be able to associate configurations of letters with spaces and locations

a. Introduce the vowels through the story of the vowel sisters:

"Once upon a time, in a little town in Puerto Rico, lived the Vowel Sisters. They were very poor. They used to come down the mountain every day to go to school in a wagon pulled by "bueyes." Sometimes they could not go to school every day but they tried to do so. They went to school to learn how to read and write -- the same as you. Their names were a-e-i-o-u. They had a friend called Juan Bobo who could not go to the school every day. Poor Juan Bobo wanted to learn to read. So every Sunday after they went to church, Juan Bobo would stay at the Vowel Sisters' house and they would teach him what they had learned."

b. Make puppets to represent the Vowel Sisters and introduce them in a puppet theatre. The introductions for the Vowel Sisters could be:

Vowel Sister A-a: "It happened that A-a did not have any shoes to wear to church on Sunday. She borrowed her sister's shoes. They were so tight that she had to walk with her feet apart."

Vowel Sister E-e: "It happened that E-e went to the city one day and she did not look both ways when she crossed the street. She did not see a car that was coming and she broke one leg."

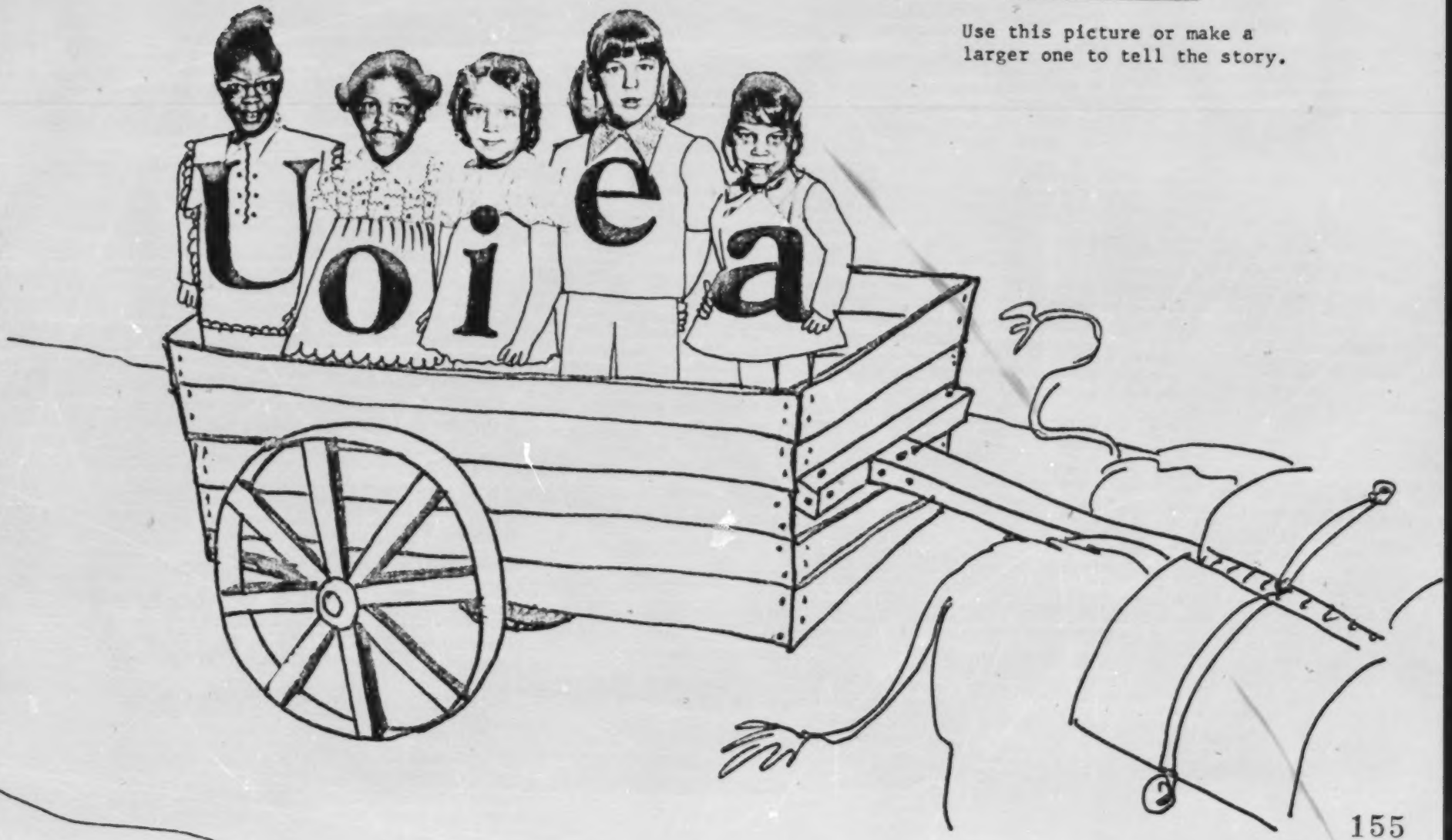
Vowel Sister I-i: "It happened that I-i did not like to eat anything. She only wanted to drink mavi. That is why she was always sick and skinny."

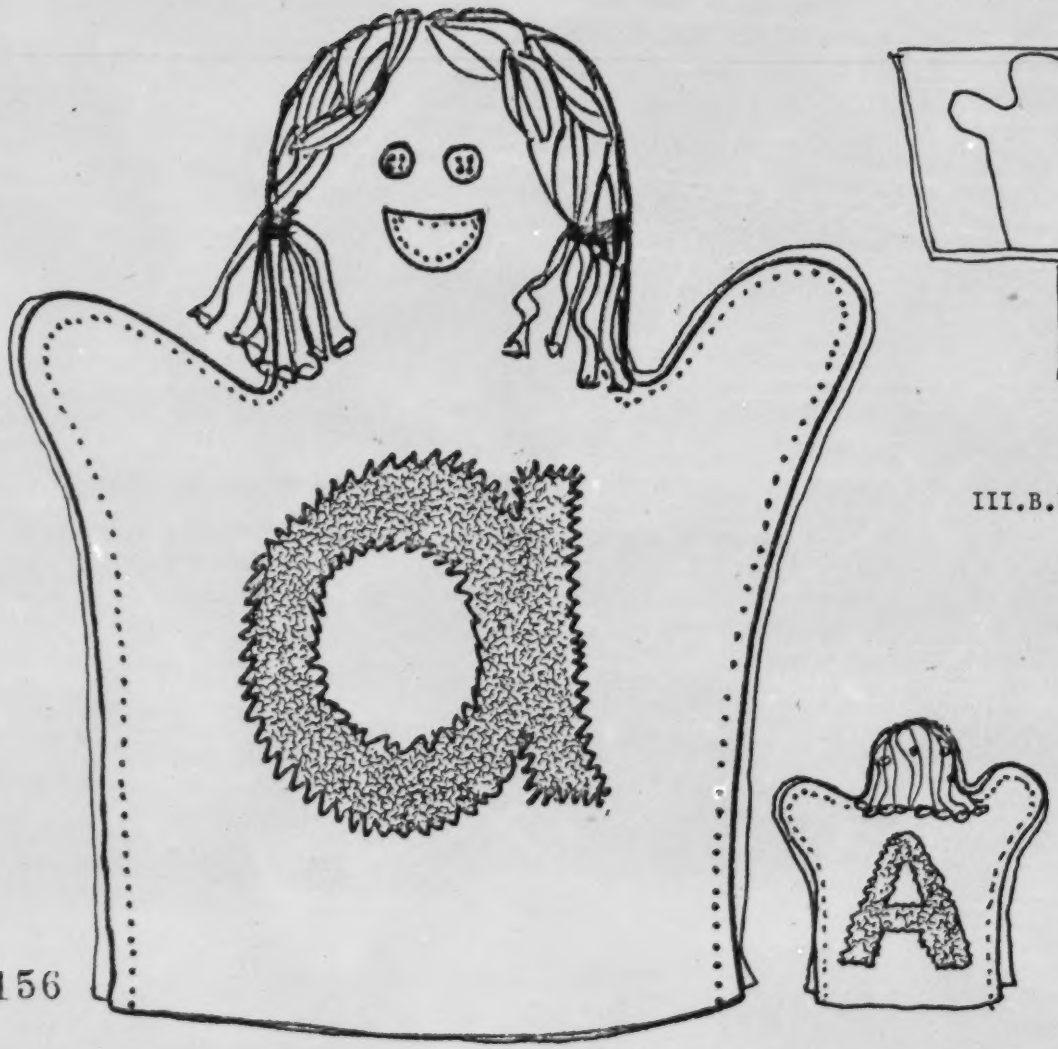
Vowel Sister O-o: "It happened that O-o did not like to help around the house. She was lazy. She wanted to eat rice and beans and she would go to sleep in "una hamaca." She got rather plump.

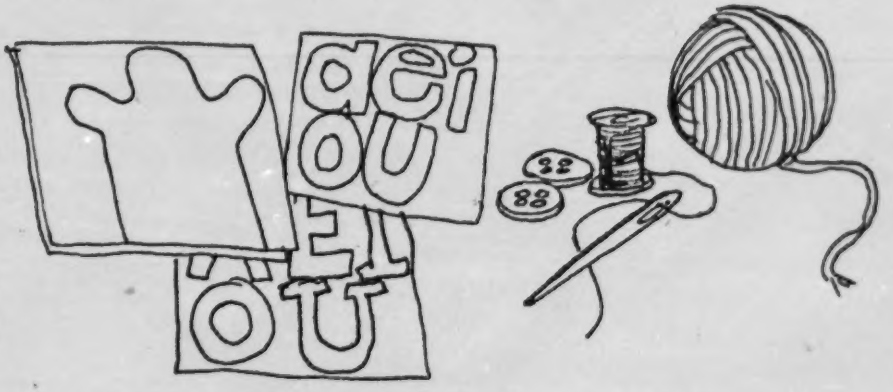
Vowel Sister U-u: "It happened that U-u liked to eat. But she was not that fat because she got excercise playing tricks on her other sisters. She used to scare them very much by making noises like 'UUUUUUU.'"

III.B.a. The Vowel Sisters

Use this picture or make a larger one to tell the story.







III.B.b. Puppets of the Vowel Sisters

Use this pattern to cut 5 puppets.
Sew around the dotted lines.
Sew bottoms for eyes and pieces of fabric for mouths.
Paste on each puppet a lower case letter on the front and a capital letter on the back.
Finish the puppet with a little bit of yarn for hair.

c. The song "La Marcha de las Vocales" will be introduced. Make large oak tag representations of the vowels so that the children can walk with the vowels as they sing.

The song: La Marcha de las Vocales

Que todos los niños estén muy atentos
ha sido la orden que dió el capitán.

Que dejen toditos los libros abiertos
Las cinco vocales van a desfilar.

Primero verán que viene la A
con sus dos patitas muy abiertas al pasar.

Le sigue la E, alzándo los pies
el palo del medio es más chico como ves.

Ahi viene la I. Le sigue la O.
Una es flaca y otra es gorda porque
ya comió.

Y luego verán llegó la U
como la cuerda con que siempre
saltas tú.

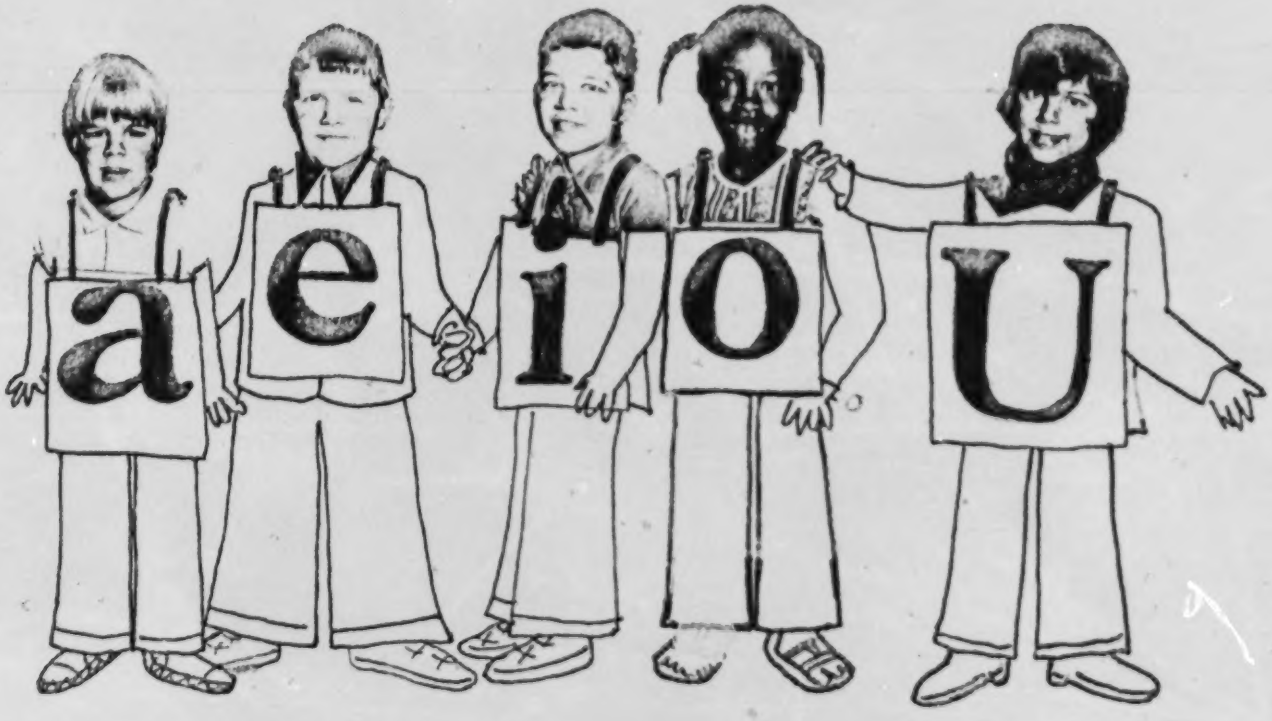
A E I O U

d. Make bean bags of different colors with a vowel printed on each one. Put the vowels on pieces of oak tag which match the colors of the bean bags. Put the pieces of aok tag on the wall and have the children throw the bean bags at the vowels on the wall and call out the names of the vowels as they throw the bean bag.

e. The children will play hopscotch. Letters will be placed in the hopscotch squares and each child will jump to the letter indicated by the other children.

f. The children will play a game in which they fit letters to outlined shapes. Each child will have a horse with baskets. Each time the child fits the letter to the space correctly, he will get a "fruit" for his basket. The horse with the greatest amount of fruit in his basket will win the game.

g. Present a story to the children with flannel board characters. This story could be about a tall man and a short man. (See next page.)



III.B.c. La Marcha de las Vocales (The Parade of Vowels)

Make with oak tag large double bibs with the lower case letter in front and the capital letter on the back.

This can also be done with the consonants and to form words.

Joselito Martínez y Juan Ramón

This is a story about two brothers. One boy, Tito, was very tall. His brother, Ramon, was very short. They lived in a little house in the country. The ceiling in this house was low. Every time Tito stood up his head would hit the ceiling. Poor Tito had a sore head.

The father of Tito decided something would have to be done. He cut a hole in the ceiling so Tito would have a place to stand.

The same thing happens with letters. We have letters that are tall like Tito and we have letters that are short like Ramon. If they don't have enough space the tall letters will bump their heads. We must make space for them.

The teacher can write the names of each child and have them count the short letters and tall letters in their names and compare the number.

h. Collect pictures of things which are common in Puerto Rico. The names of these objects should start with vowels. Show the pictures along with the printed vowels. These pictures could be:

Aguacate -- A a
Estrella -- E e
Indio Taíno -- I i
Olas -- O o
Uvas -- U u

IV. To be able to identify and distinguish sounds

A. To identify the sounds of some letters with their written symbols

a. Make large picture cards of objects the children can name orally. Make cards with the beginning letters of these names. Have the children match the cards with the pictures.

b. Have the children sing the song "El Café":

Yo te daré
Te daré una cosa
Te daré una cosa
Una cosa que yo solo sé...café.

The song can be changed to use different vowels. The teacher should tell the names of the vowels being used for the different versions of the song.

c. Another song in which vowels could be changed is "La Mar Estaba Serena."

La mar estaba serena
Serena estaba la mar
La mar estaba serena
Serena estaba la mar

B. To identify words that are similar in sound

a. Read poems with words that rhyme and have the children tell which words sound alike.

V. To develop the concept of set

A. To identify membership in a set

a. Make a picture of a family with all the appropriate members -- mamá, papá, hijos, abuelos, tíos, primos. Make an outline of this picture. Cut out the pictures of the family members. Have the children paste the picture of each family member in its proper location in the outline. Have them say the name of each member in the family.

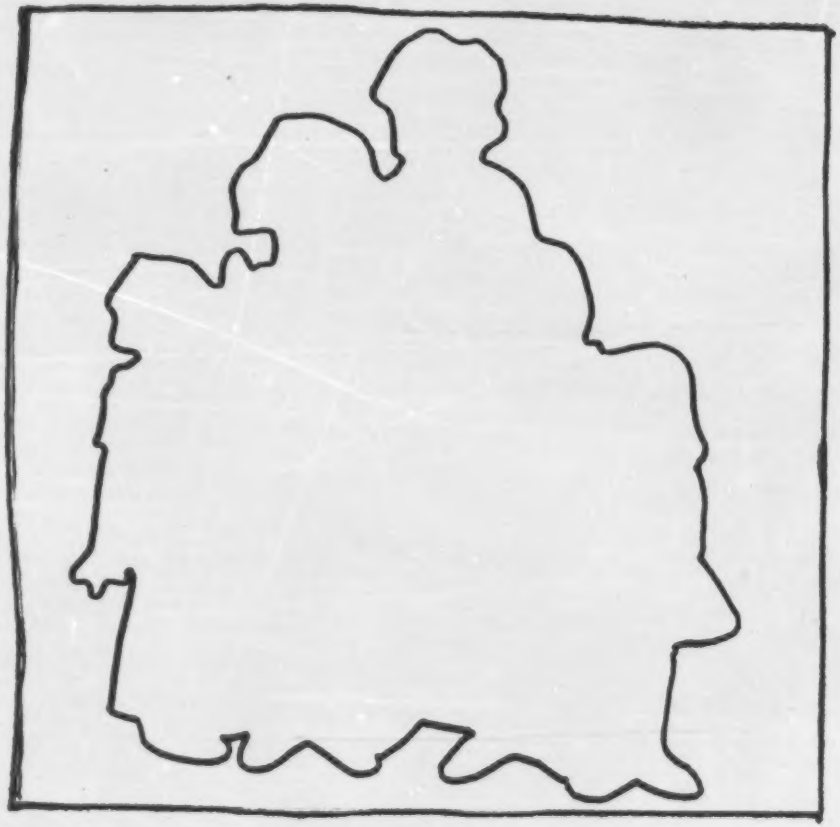
b. Show a picture of an animal family such as "The Three Bears." Use this to explain what it means to be a member of a set.

c. Have the children cut out pictures of various things such as furniture, fruit, people, and shapes. Make big circles on the floor so that children can put their pictures in the circles to form sets.

d. The teacher can place pictures of different common Puerto Rican objects in boxes and have the children sort the pictures so that the pictures in each box form a set.

B. To be able to distinguish between equivalent and non-equivalent sets

a. The teacher can have a number of paper dolls and a number of "pavas" which could be put on the heads of the paper dolls. Make two large circles on the floor with yarn. Put some of the dolls in one circle and some of the "pavas" in another. Have the children figure out if they are equivalent sets by attaching a string from each doll in one circle to a separate "pava" in the other circle. They can see if any dolls or any "pavas" are left unattached.



V.A.a. Sets

Make a ditto with all the members of a family on it.

On another ditto draw the outline of the family.

Have the children color, cut out and paste the picture of each family member on its place in the outline.

b. The teacher can make flannel cut-outs of different objects and then put groups of these cut-outs on a flannel board. The children can then identify which sets are equivalent sets.

c. Have the boys and girls play dolls. Have them dress the dolls or put diapers on them. Don't have enough clothes for each doll. Then put the dolls on one side and the diapers (or other clothes) on the other. Have the children decide if the sets are equivalent sets.

VI. To develop the concepts of "one more" and "one less."

A. To recognize sets with one more or one less

a. The teacher can introduce the concept of "one more" or "one less" by giving out crackers or candy to groups of children. The children will sit in small groups and the teacher will deliberately give each group a number of crackers which is not evenly divisible by the number in the group. When the children ask for extras this will provide an opportunity to explain "one more" or "one less."

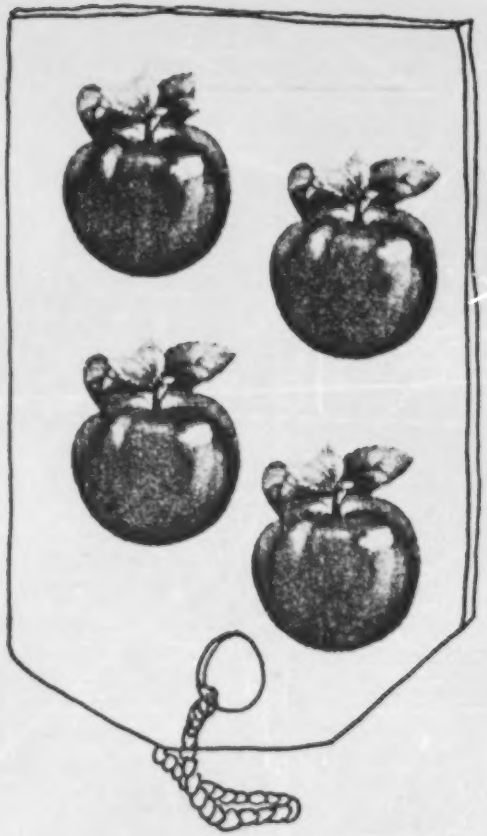
b. The children can be given drawings of two sets that are equivalent or non-equivalent. They can draw lines from one member of one set to one member of another set until they see if there are any members left over. This will indicate if there are the same amount, one more, or one less in these sets.

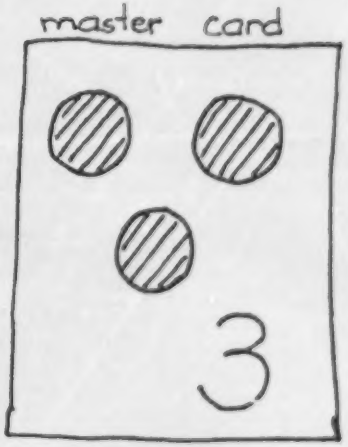
c. Give each child one card which has a +1 on it which will represent "one more" and a card with -1 on it which will represent "one less." The teacher can present two pictures with a number of objects in them. The second picture presented will have either one more or one less than the first. The children will be asked to show the card which indicates which it is.

B. To be able to distinguish sets that have "one more" or "one less" than another

a. Give the children a sheet divided in half with several objects of one shape on the two halves so that one half has one more than the other. Ask the children to color the half with "one more" red, and the half with "one less" yellow.

b. Make a game of hopscotch in which there are either one, two, three or four objects in each square. Have a set of cards on which there are two or three objects and



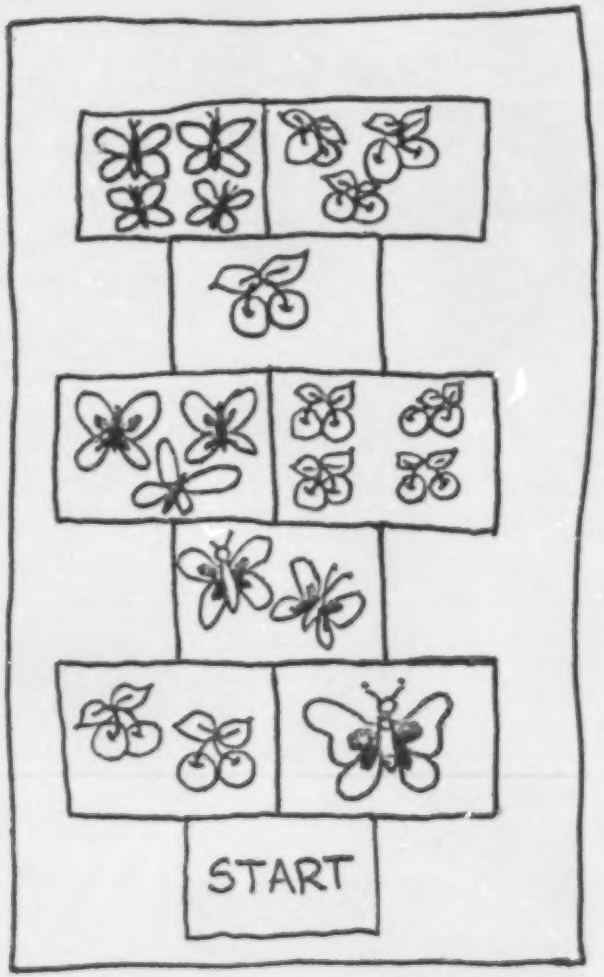


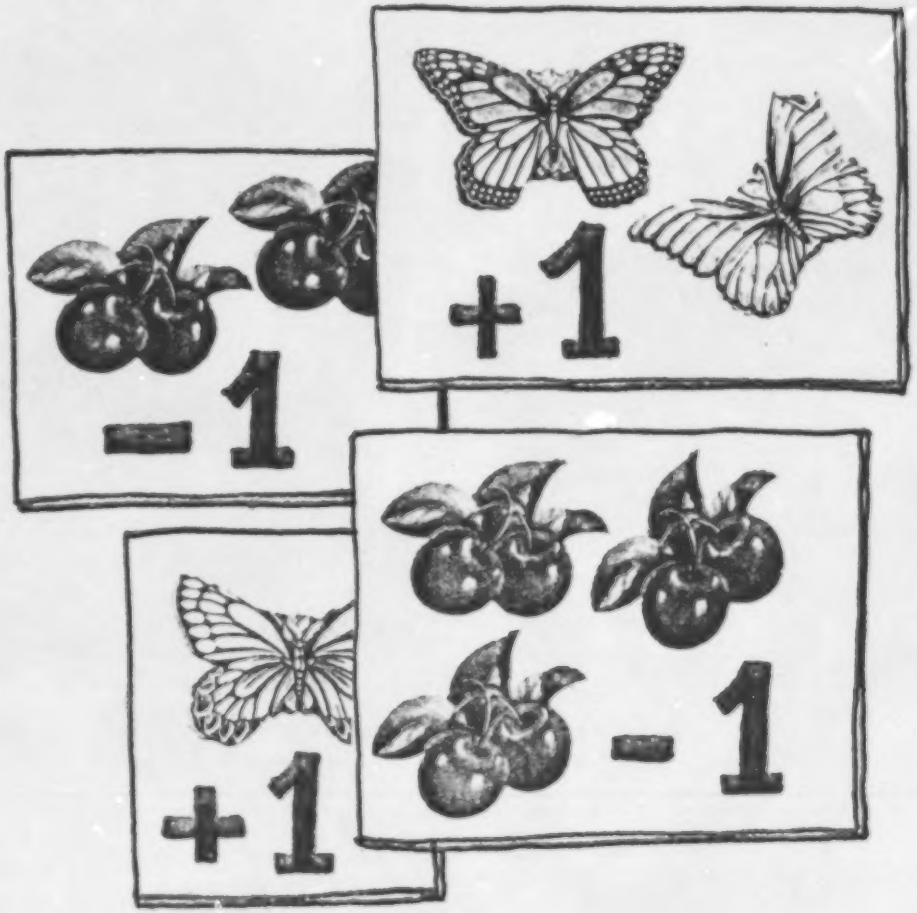
one more

one less

VI.A.c.

Make master cards with a number of circles and the numeral on them. Make other cards with a number of objects such as apples or strawberries on them. Make a third set of cards with "+1" or "-1" on them. Each child should have a +1 or -1 card. After the children are oriented to the number on a specific master card, show them an object card with either one more or one less the master card. The children will indicate which it is by holding up either the +1 or -1 card.





VI.B.b.

On a large piece of cloth or on the floor draw a hopscotch board with squares containing sets of objects from one to four.

Make cards with the same sets and the +1 or -1 sign on them.

Each child can choose a card and then they will jump to the square indicated. For example, if they get "two cherries + 1" they will jump to a square with three cherries.

a +1 or -1. The children can pick a card and jump to the square with the number of objects +1 or -1, depending on which symbol is on the card. For example, if the child picks a card with three trees and a -1, then he will jump to a square with two trees.

VII. To associate numbers of a set with their numerals

A. To be able to associate quantity of members in a set with the numerals that they represent

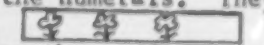
a. The teacher will have the numeral one (1) in a puzzle form. The children will put the puzzle together. If they put the puzzle together correctly, then the numeral on the other side has been formed correctly.

b. For introducing the numerals one and two make a sheet with a face on it and pictures of the parts of the face which can illustrate one or two: eyes, nose, ears, mouth. Have the children say whether there are one or two of each of these.

c. Have the children trace the numerals one through five on a big piece of paper, beginning with a green dot, which indicates start, and ending with a red dot, which indicates stop.

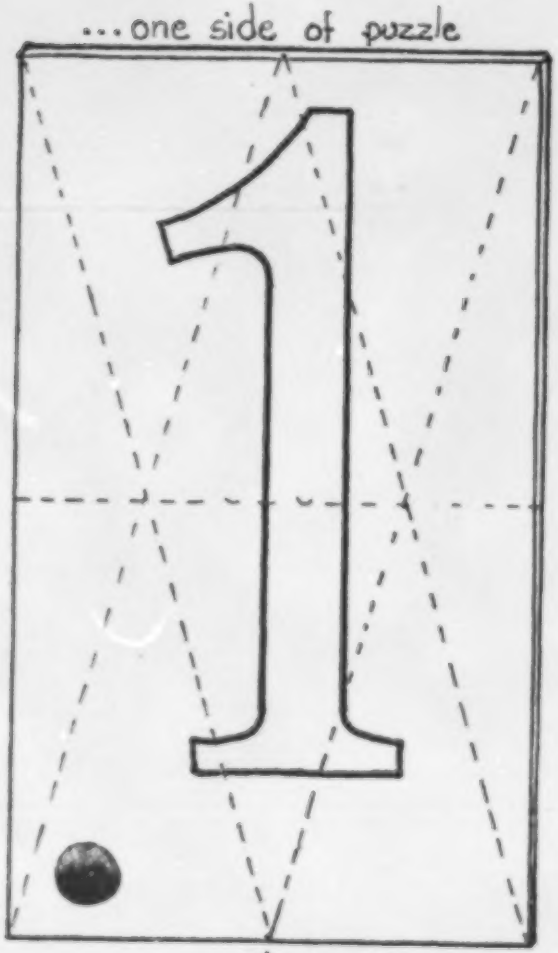
d. Give the children sheets of paper with one of the numerals from one to five printed on it. Give them another sheet with different outlined shapes - circles, squares, triangles - five of each shape. Have them cut out the number of each shape corresponding to the numeral and paste these on the sheet with the numeral.

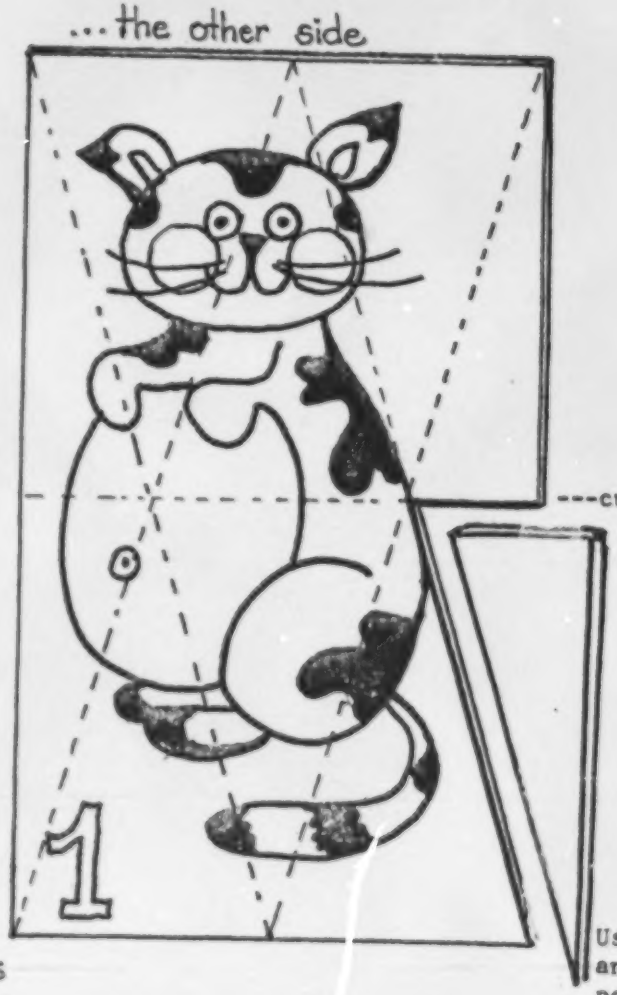
e. Place a large circle on the floor with one numeral from one to five printed in the circle. Have the number of circles corresponding to the numeral also in the circle. Give the children a number of bean bags and have them throw the number of bean bags indicated into the circle.

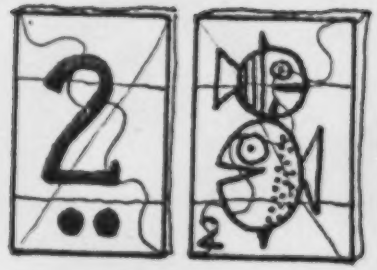
f. The children can play hopscotch with the numerals. They must take a card from a box which will direct them where to jump.  They have to count how many they see on the card and jump to that numeral on the hopscotch pattern.

g. Have a heavy big block prepared with a numeral on each side. The children will take turns throwing the block. They should choose all the cards (exhibited on the board or on the floor) that have the same quantity of members as the numeral on the block.

h. The children can play dominos by having dominos with pictures of quantities of members







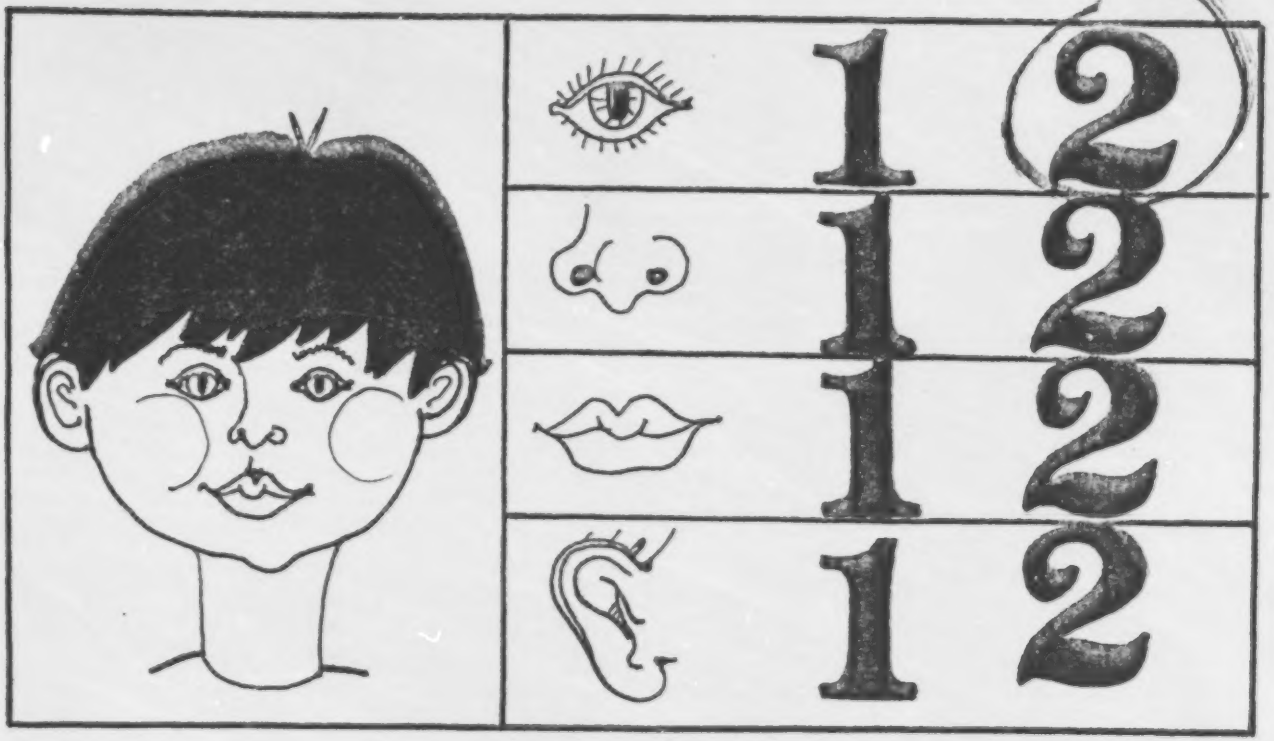
Example of other numerals

---cut along dotted lines

Use heavy board and laminate if possible

VII.A.a. Numeral Puzzle

Draw a big numeral on one side of oak tag and a picture on the other side (reverse). Cut it into a puzzle. If the children can correctly put one side together the other side will be correct. Use large pictures from magazines when using larger numerals.

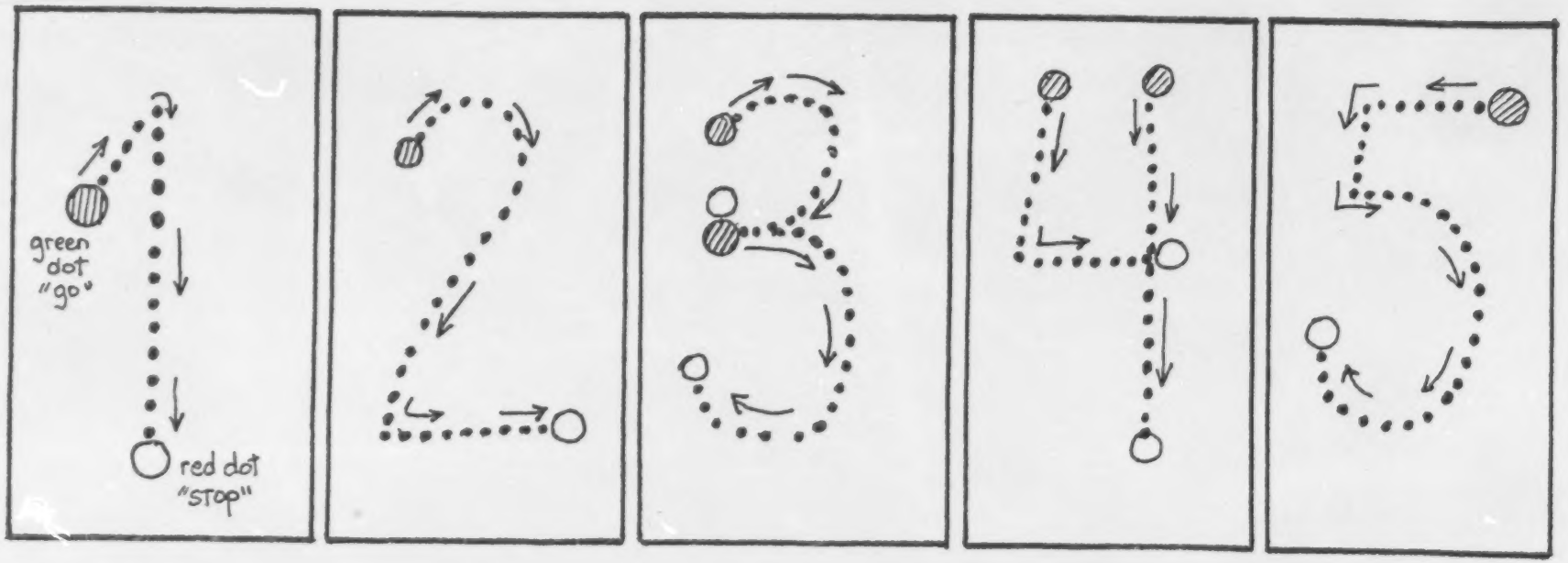


VII.A.b.

Make a ditto with a face on the left side and the parts of the face on the other side.

Write the numerals one and two next to each part.

Ask the children to circle the correct numeral for that part of the face. For example, there are two ears so they should circle two.

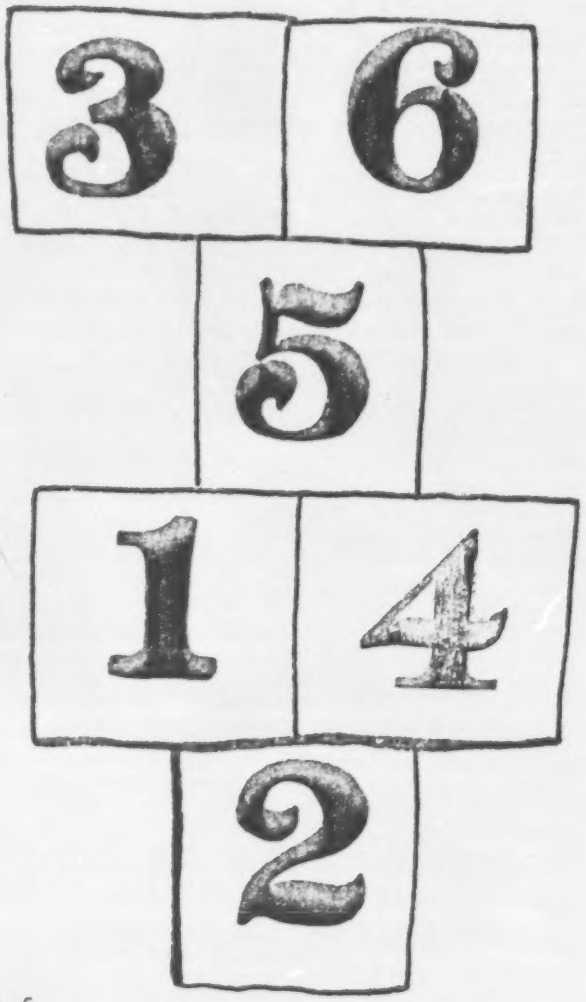


VII.A.c.

Make individual dittos for each numeral.
Color the starting dot green and the finishing dot red.
If the numeral is large enough they can first have a little car follow the dots and then do it with a crayon to make the numeral.

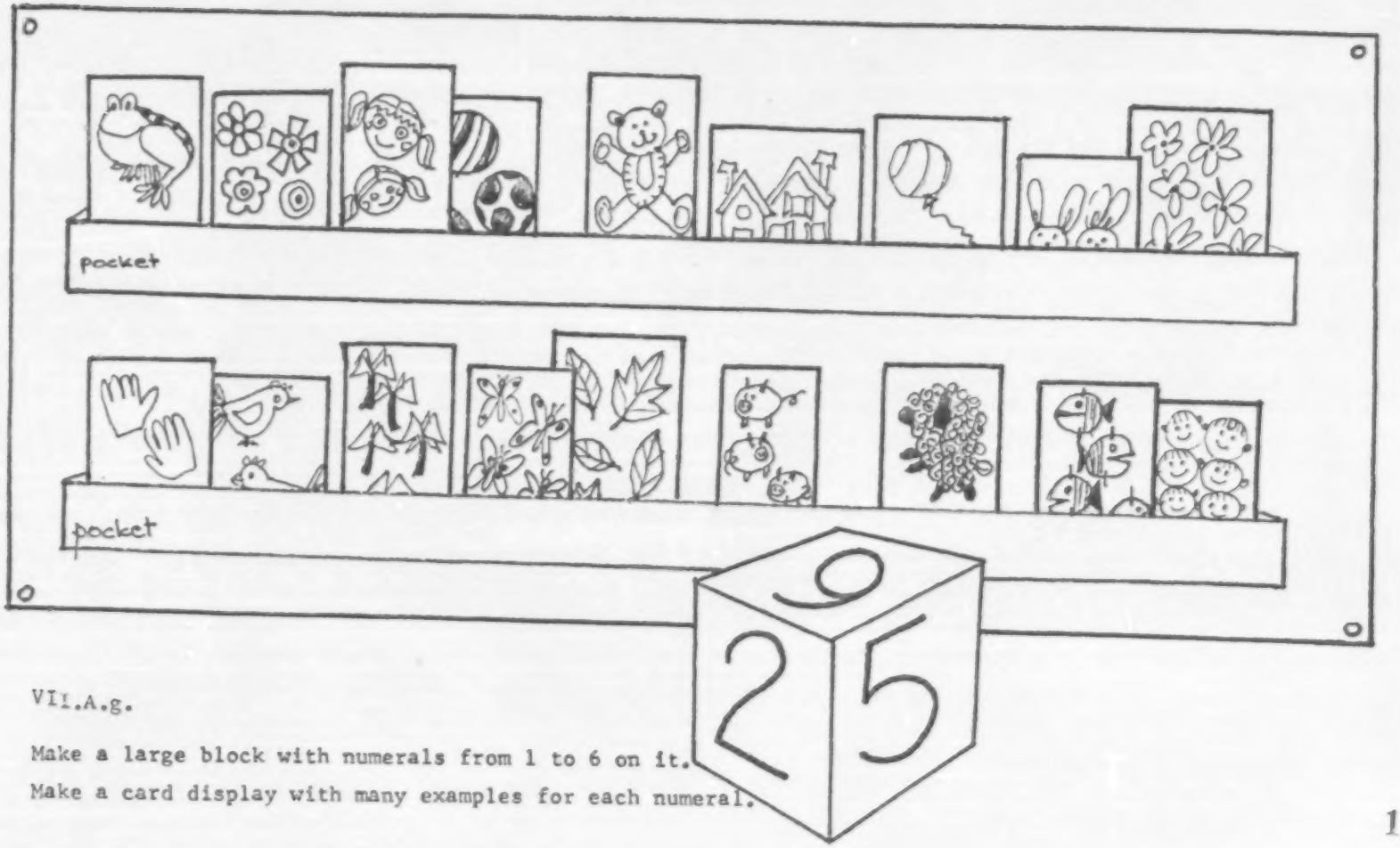
VII.A.e. Bean Bag Throw

Using chalk or yarn make big circles on the floor. Place a large numeral and large dots in the same amount as the numeral in the circles. Have the children throw the correct number of bean bags into the circle.



VII.A.f.

Make a hopscotch board on the floor with tape. Write large numerals from 1 to 6 in the boxes. Have a box with cards showing sets from 1 to 6. The children can pick a card and jump to the right numeral.

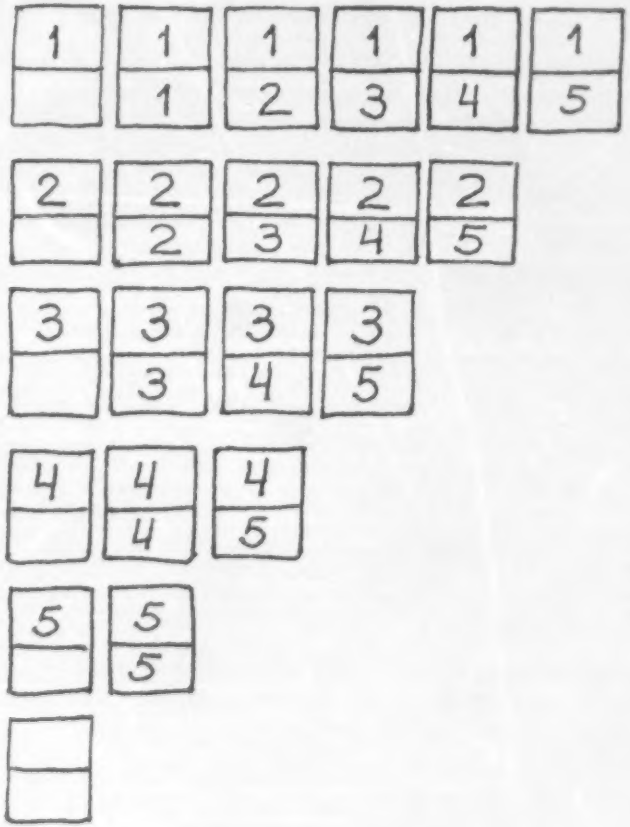


VII.A.g.

Make a large block with numerals from 1 to 6 on it.
Make a card display with many examples for each numeral.

VII.A.h.

This is an example of dominos for the numerals 1 to 5 including blanks.



and others with the numerals. They should match the quantity with the numeral. Each group should have a set with four pictures of each quantity and numeral for each numeral.

i. Make a bingo game in which the squares on the card have different numbers of objects from one to five. The teacher can randomly select a number and have the children cover the squares that have the correct number of objects. The random selection can be done by making a spinning wheel with the numerals on it.

VIII. To develop the concept of "greater than" and "less than"

A. To develop the concept of ordered sets

a. Make a tape "trail" on the floor with squares going from one to five. Have Juan Bobo or "el coqui" go from the start to the "La Plaza del Mercado" at the finish. Make a spinning wheel with the numerals on it and "La Plaza del Mercado" on it. The children take turns spinning the wheel and they can only move on to the next position on the trail when they get the specific number for that position.

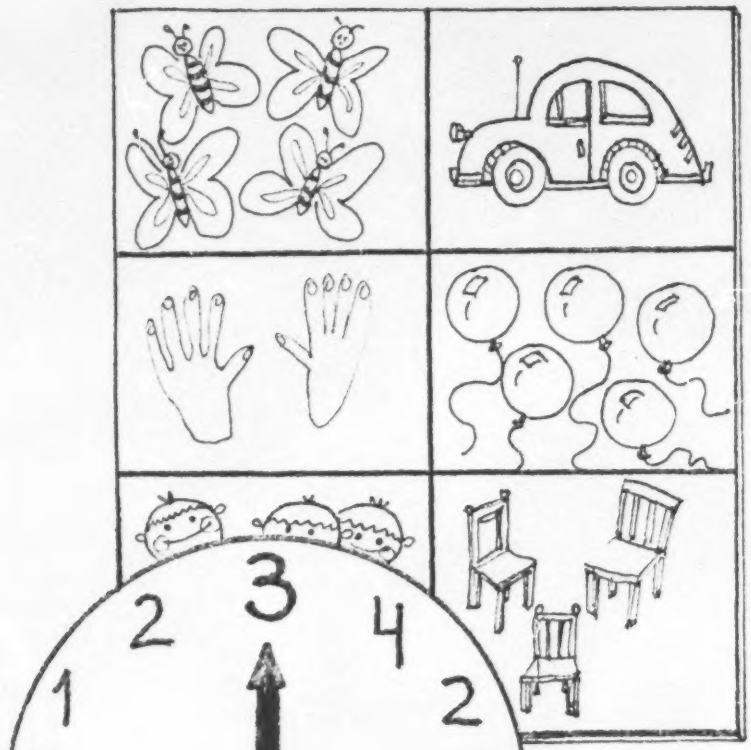
b. The children can play hopscotch by jumping to the numbers in order, from 1 to 5.

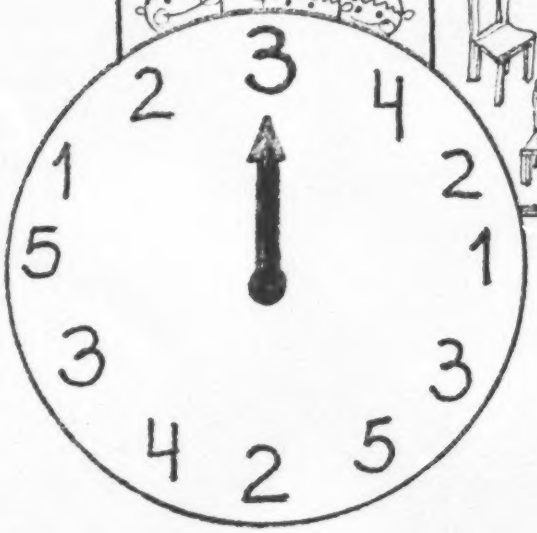
c. Give the children papers with sets of different numbers of objects on them and the numerals from one to six down the left margin in mixed order. Have the children cut out the sets and paste them next to the appropriate numeral. Then they can cut out each numeral with its set and place the numerals and sets in the right order.

d. The children can trace or complete drawings by following the order of 1 to 6. Red indicates "stop" and green "go."

e. Make a horizontal puzzle in which a picture is formed from eight strips. One numeral is placed on each strip so that if the child puts the picture together correctly the numbers will be in order.

f. Make a puppet show in which the puppet (a coqui) collects things on his way home from school. For example: one banana, two guayabas, three quenepas, four grapes, five piñas, six tamarindo. The coqui can put the things in a basket.



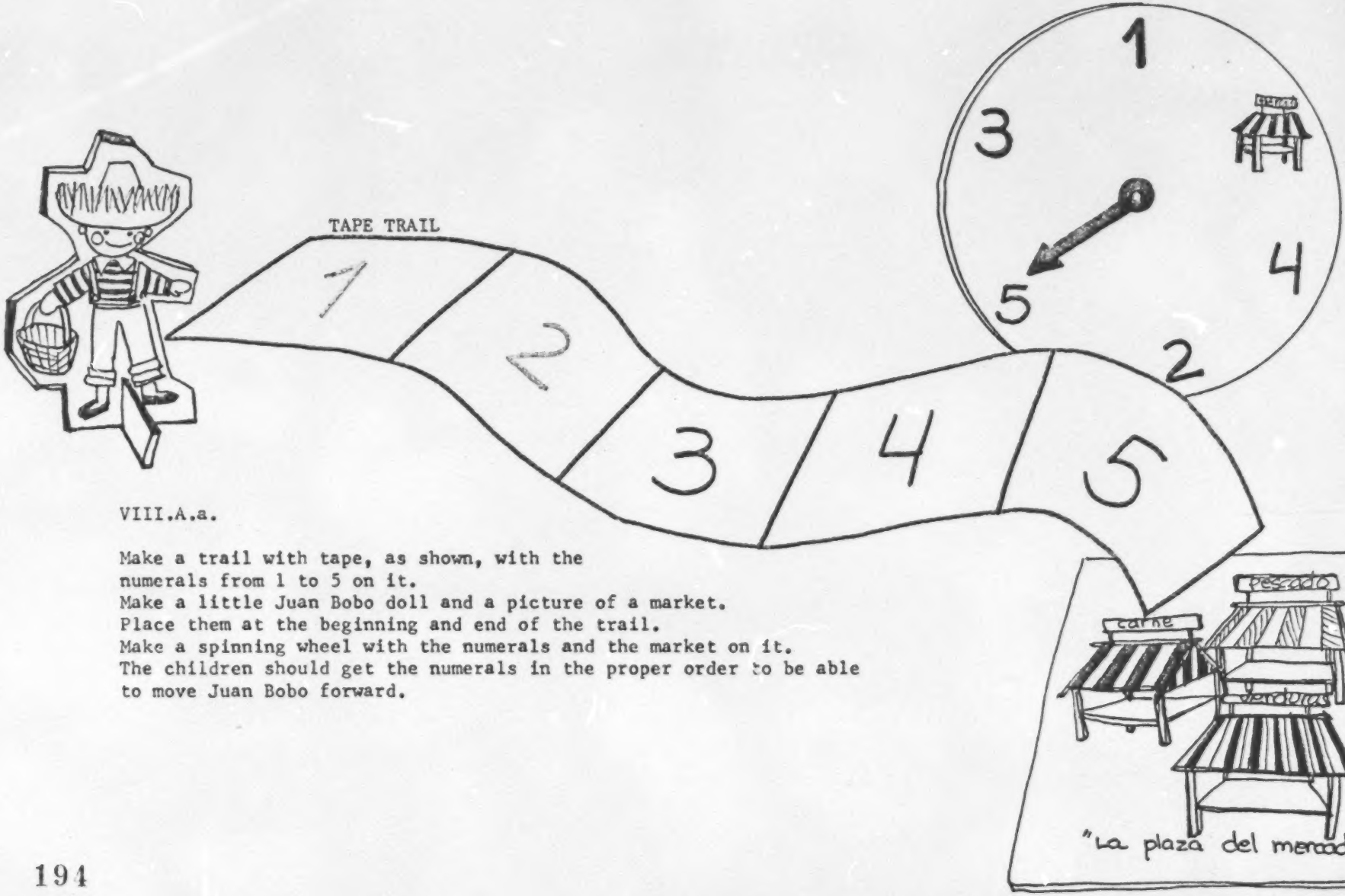


VII.A.i. Bingo

Make a spinning wheel repeating each numeral several times.

Make a set of bingo cards (10 is a good number) with examples of sets from 1 to 6 on them.

Make each card with sets different from the others to aid children in counting sets of different objects.

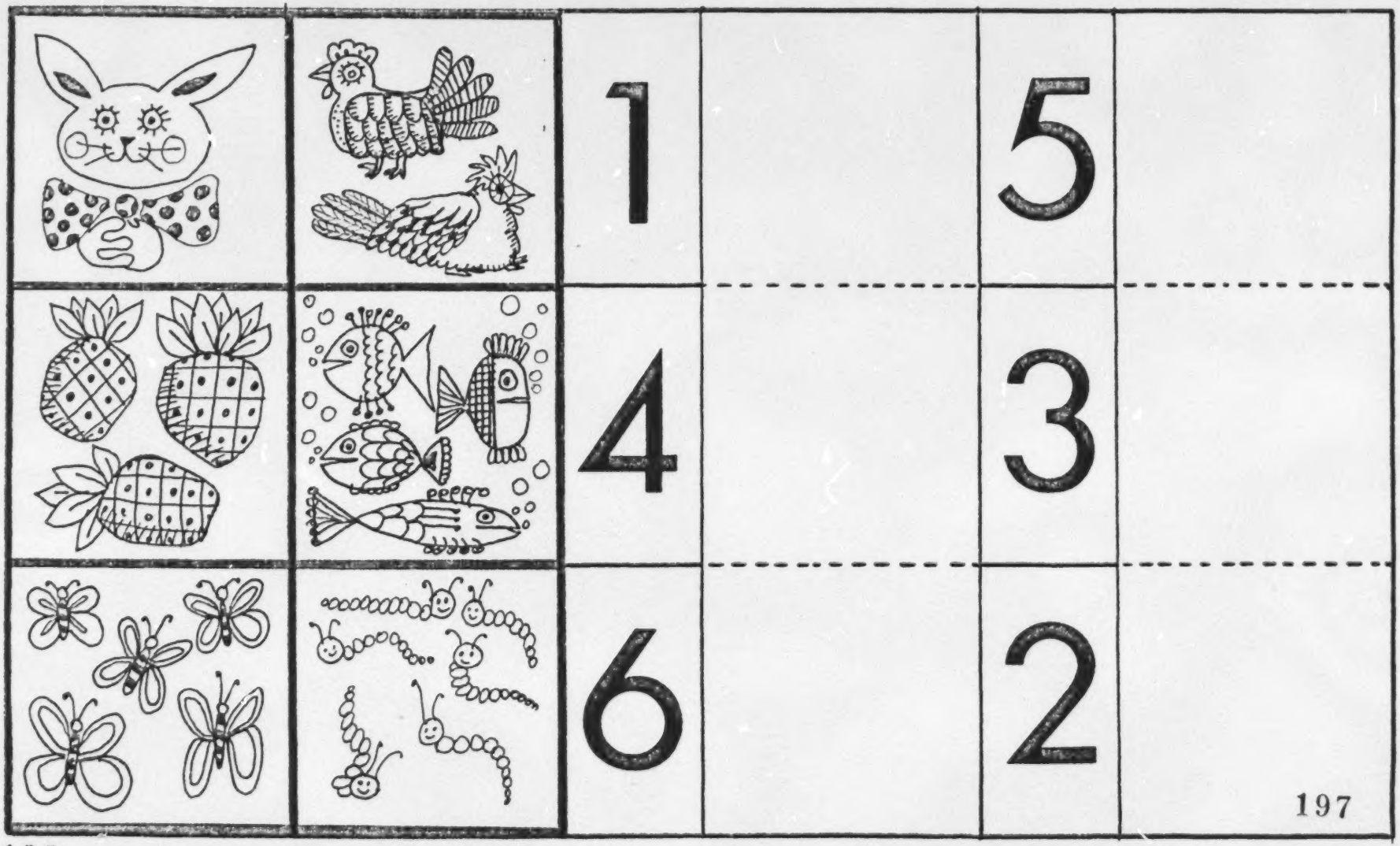


VIII.A.a.

Make a trail with tape, as shown, with the
numerals from 1 to 5 on it.
Make a little Juan Bobo doll and a picture of a market.
Place them at the beginning and end of the trail.
Make a spinning wheel with the numerals and the market on it.
The children should get the numerals in the proper order to be able
to move Juan Bobo forward.

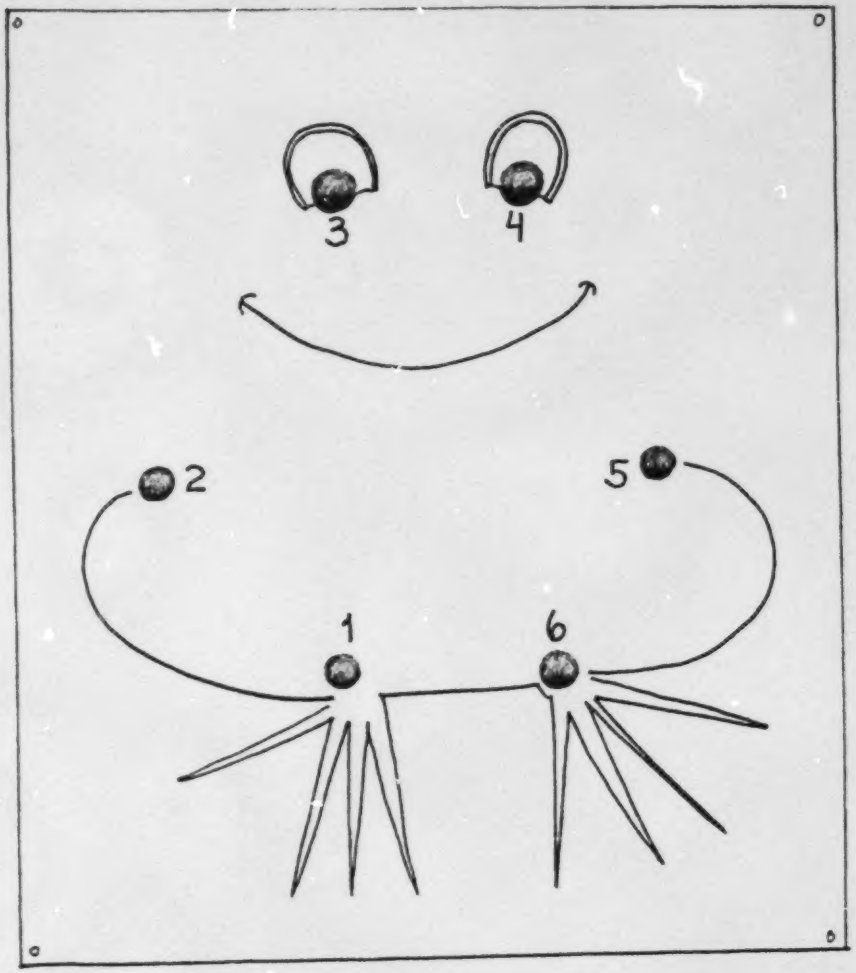
VIII.A.c. Make dittos as shown so the children can cut and paste the sets next to the right numeral.

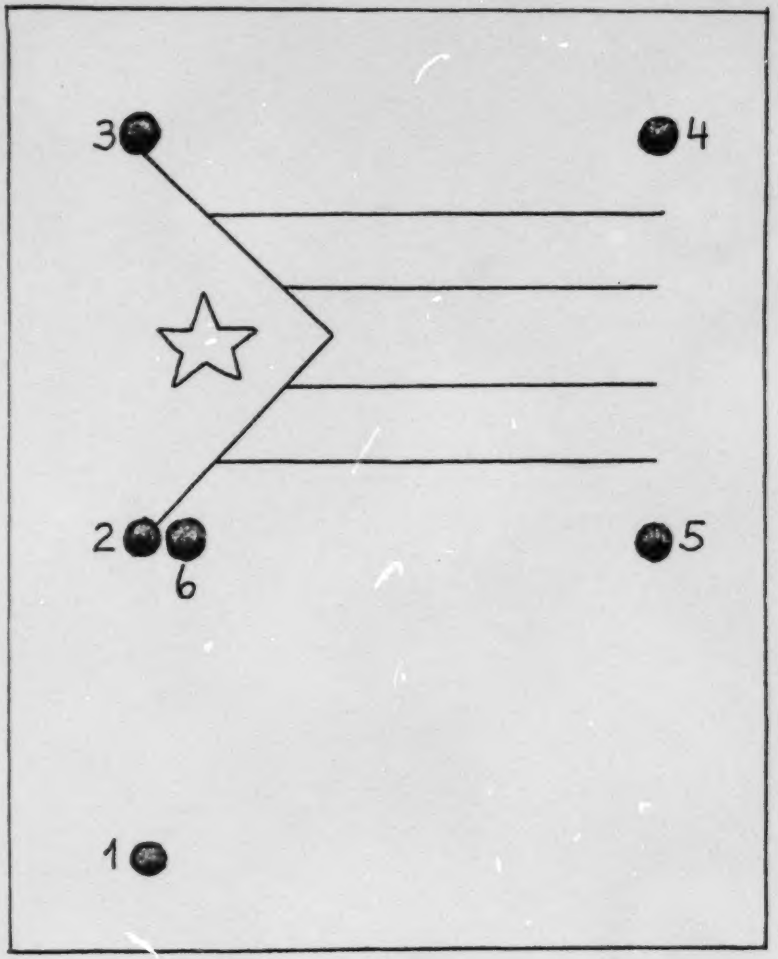
After this is done they can cut along the dotted lines and paste the numerals in correct order from 1 to 6 on another paper.



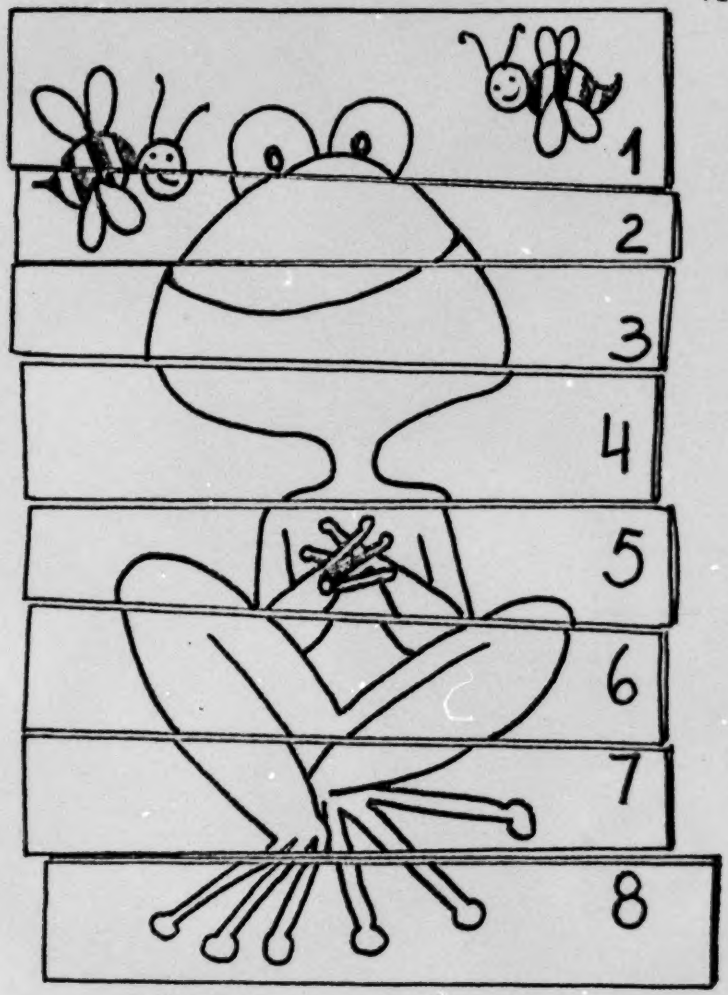
197

VIII.A.d. Make dittos of familiar objects for the children to make lines following the numbers.





VIII.A.e.



On a piece of oak tag draw a large vertical picture (eg: a coqui, a palm tree, a boat, a person).

Cut the picture in horizontal strips.

Mark the right side of each strip with the numerals in correct order.

The children can put together the puzzle using the picture or the numerals as reference.

A strip could be taken away and the children could tell which numeral is missing.

B. To develop the concept of numerals which are greater than or less than other numerals

a. The teacher can demonstrate the "greater than" concept by making cards with the numerals on them, the size of the cards corresponding to the size of the numeral. Along with these make cards the same size which have the appropriate number of objects on them.

b. Make a circle on the floor. Have a box of cards with the numerals from one to ten. Have another box of small blocks. Have the children place a number of blocks in the circle and the appropriate numeral card. Then they can add to or take away blocks and change the numeral in the circle.

c. Have the children play with straws. They will put different amounts of straws in boxes, then decide which box contains an amount "greater than" or "less than" the other.

d. Have a toy train carrying one inch blocks in each wagon and have the children organize the wagons in sequence according to the concept of "greater than" and "less than."

IX. To develop the concept of time

A. To relate sequences in time

a. Tell a story about Juan Bobo who lives in Puerto Rico and his friend Carlito who lives in Connecticut. They can do things in a time sequence. A clock may be used to demonstrate the different times and pictures to show the different activities.

Juan Bobo

Juan Bobo lives in the mountains. Before he goes to school, early in the morning, he helps his mother feed the chickens and the pigs, and milks the cow.

He gets up when the rooster crows, early in the morning. After this, he has his breakfast. He has an egg, coffee and bread. He changes into his school clothes.

He goes whistling down the road.

He gets to school and says hello to Srta. López.

At lunchtime he eats rice and beans, meat, milk, and bread in the lunchroom. He is very happy at school.

Around 3:00 p.m. the bell rings. It is time to go back home. He whistles happily up the road.

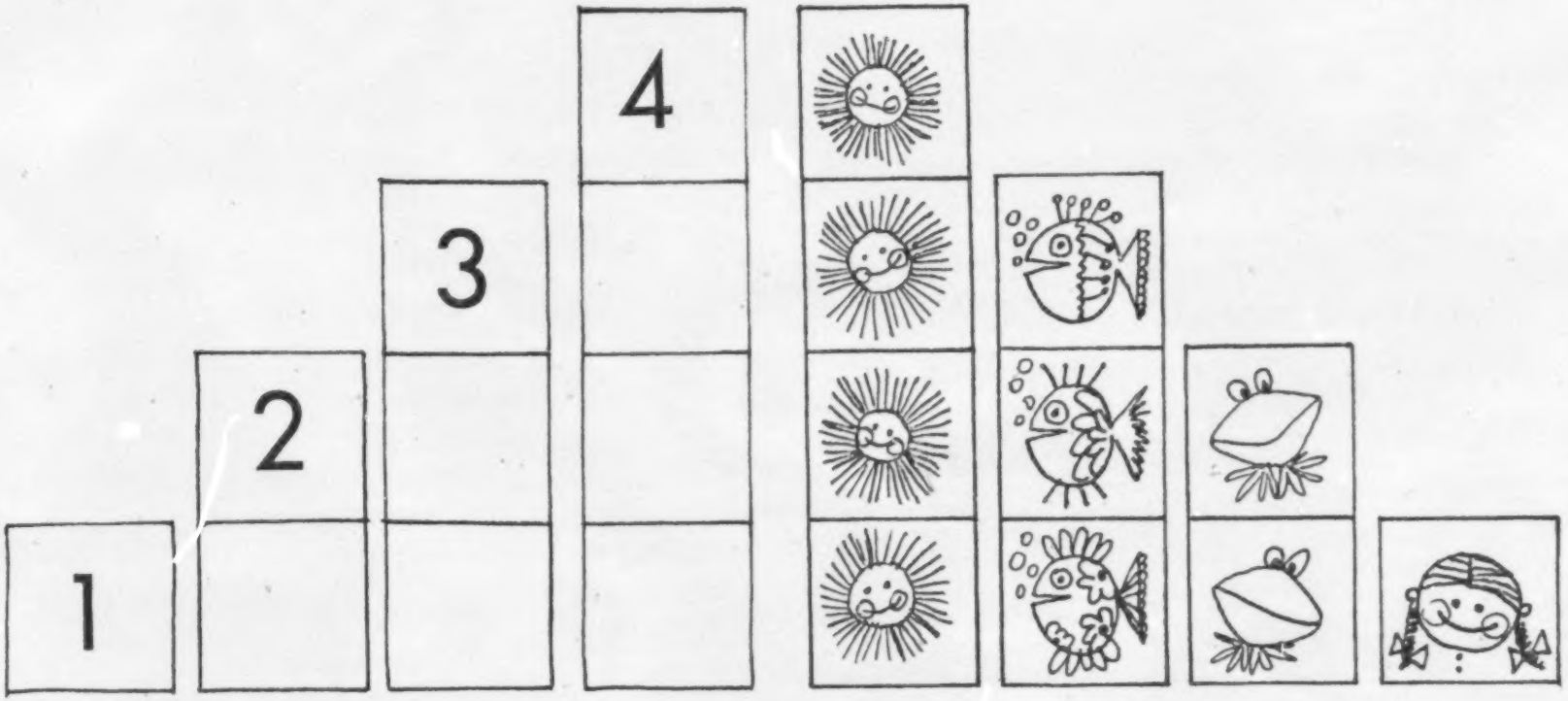
When he gets home he has coffee and bread and helps around the house.

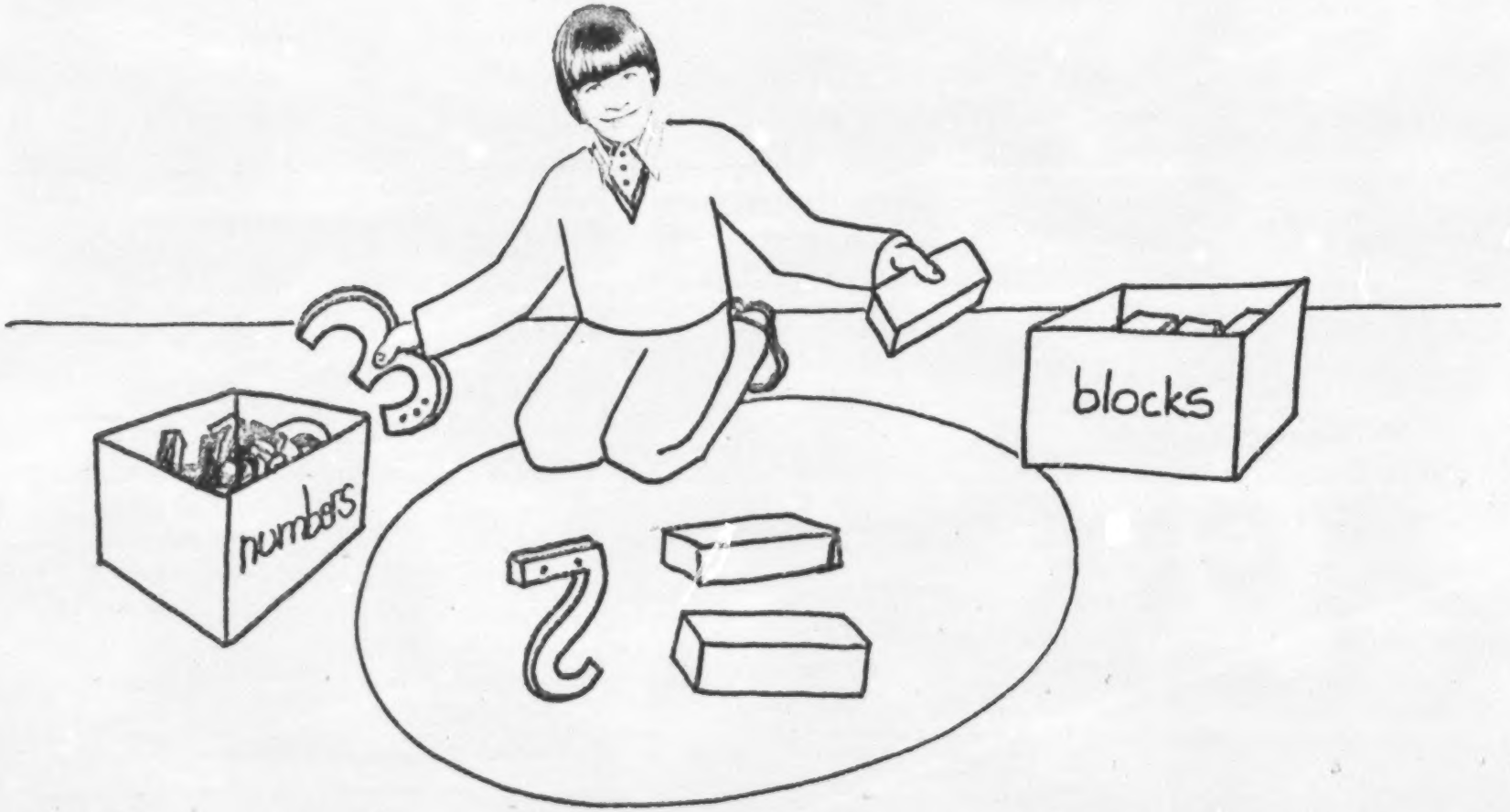
He goes to get the cow from the pasture and puts the chickens, hens, and rooster in the pen.

By 7:00 p.m. it is time to go to bed. Juan is tired. He washes up and says goodnight.

VIII.B.a. Make these numeral rods with heavy oak tag. Use a ruler to measure one-inch squares for each numeral.

Make separate strips with sets or use the reverse side of the rods.

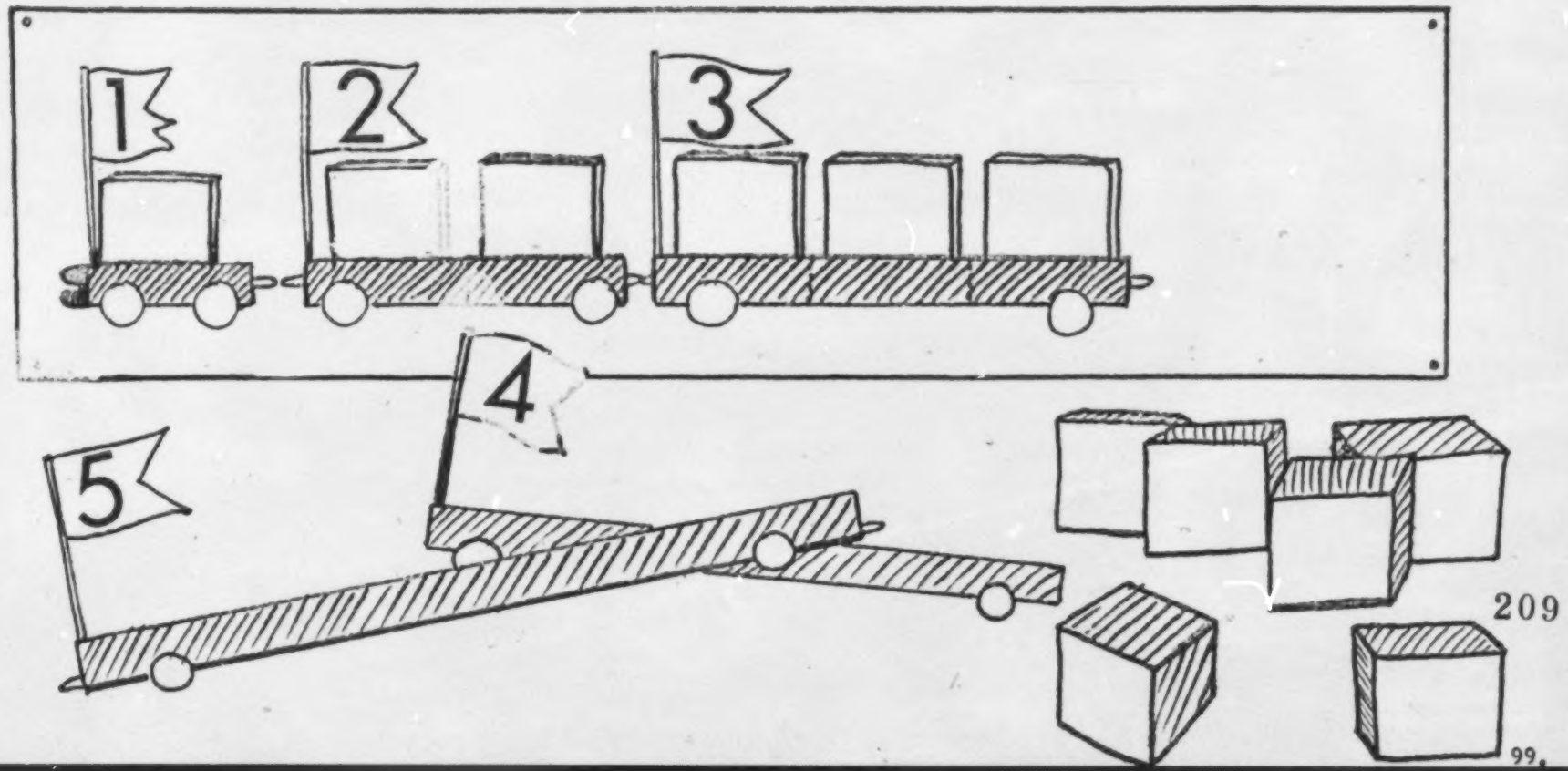




VIII.B.b.

Make a large circle on the floor.
Have a box with large numerals (make them with cardboard and draw dots on them according to the numeral)
Have another box with small blocks .

VIII.B.d. Make a train out of cardboard. The cars should be different lengths so they can hold from one to five blocks. Make a banner for each car showing the number of blocks it can hold. Have the children place the right number of blocks in each car and then have them put the train together in the right order.



B. To distinguish between days of the week, the months of the year, and the seasons

a. Prepare a large calendar with cards for the days, weeks, months, and seasons. (See illustration)

C. To associate time with meaningful activities

a. Have the children identify the activities which are appropriate for given days of the week, months of the year. For example:

Sunday -- church
Monday, Tuesday, Wednesday,
Thursday, Friday -- school
Saturday -- cleaning, shopping

September -- school starts
October -- Halloween
November -- Thanksgiving
December -- The Christ Baby
January -- The Three Wise Men
February -- Valentine Day
March -- St. Patrick's Day
April -- Easter
May -- Mother's Day
June -- San Juan Day
July -- Constitution Day

b. The teacher can prepare large posters with illustrations of the seasons in both Puerto Rico and Connecticut. For example:

Winter in Connecticut -- heavy clothes, snow, sleds, snowmen, trees with no leaves, mittens.
Winter in Puerto Rico -- people wearing sweaters, trees with leaves, flowers

Have the children make their own drawings to illustrate these seasons in Connecticut and Puerto Rico.

IX.B.a. A complete calendar.